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ABSTRACT

Six issues of a current awareness bulletin published occasionally by the ERIC Clearinghouse for Social Studies are combined in this document. The various issues, written in 1973 and 1974, deal with emerging topics of interest in future studies, legal education, womens studies, minicourses, global studies, and school ethnography. Each four page bulletin presents a state of the art interview with a specialist in the field being reported, describes exemplary projects and classrooms, and includes information on available human resources, materials, and organizations. In addition, ERIC document abstracts and book reviews offer sources for further investigation of each topic. (JR)

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ERIC ChESS

Looking At number 1

Looking At FUTURE STUDIES

Looking At is a current awareness bulletin published occasionally by the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS). ERIC/ChESS is funded by the National Institute of Education (NIE) and sponsored by the Social Science Education Consortium (SSEC) and the University of Colorado. Free copies of Looking At may be obtained from: ERIC/ChESS, Looking At, 855 Broadway, Boulder, Colorado 80302. If you request your name and address will be added to a mailing list for all bulletins to be published in the coming year. People already on the clearinghouse newsletter mailing list for Keeping Up will automatically receive the Looking At bulletins.

This bulletin was prepared by James Oswald, Intercultural Studies Project, American Universities Field Staff, Hanover, New Hampshire; Violet Wagener, ERIC/ChESS; and Stephen Danielski, ERIC/ChESS.

Purpose

Looking At is published to let you know what we know about an emerging topic of interest or current concern of elementary and secondary social studies and social education teachers. We, after all, are a "clearinghouse." We select, abstract, and index current hard-to-obtain documents for **Research in Education** (RIE) and current periodical articles for **Current Index to Journals in Education** (CIJE). Also, we commission or prepare social studies practice guidance papers, interpretive papers, and reference tools when need, literature, and practice warrant. In the process of doing this work we get around, talk with many people throughout the country, have many visitors, and receive many letters and telephone calls for information about who is doing what, and what is the latest activity on a topic. Before enough theory, practice, or materials have crystallized or surfaced to warrant a practical guidance paper, we hope to make available information about practice, people, materials, and ideas on a topic as we receive it; performing a clearinghouse and communication function through **Looking At**.

Looking At is also intended to be a catalyst increasing communication from you to the clearinghouse. Please send us descriptions of your work, announcements, questions, syllabi, guides, experimental materials, and suggestions for a second **Looking At** in future studies and for **Looking At** on other topics.

Interview: Paul DeHart Hurd

Paul DeHart Hurd is Chairman of the Human Values Curriculum Study Project for middle schools being developed under National Science Foundation funding by the Biological Sciences Curriculum Study (BSCS), Boulder, Colorado. This project is grappling with values, sciences, the future, and the learning of children in such fundamental ways that the product will surely shape education in the future.

Hurd has been concerned about the concept of future study since the 1930s and his early work with the Progressive Education Association. Most of his work, consulting, and publication has been related to science curriculum development in elementary and secondary education. Recently he has been developing the human values project; chairing a UNESCO project to develop resource books for South America, South Asia and Africa; consulting for NASA on their educational projects; and developing his own project in human biology. He tries to incorporate a futures component into each of these areas, "with modest, very modest success."

While he and James Oswald were in Boulder working on the BSCS project, he answered questions and commented on future studies during a hurried 7 a.m. breakfast.

On the historical perspective of future studies--

Hurd: "The term wasn't really used in the 30s and 40s but there was a great emphasis on dealing with contemporary problems--'contemporary' meant almost immediate. That was a long step from what we were dealing with previously, so it was a great step forward, but it wasn't a try more forward than the present, and I think that the big difference is that we are now taking a **forward** look into the problems. If we don't begin working on the complexity of the problems that we now have around us, that we can identify, that are in the future, then we are never going to be able to deal with them. We need to deal with problems on a long term basis and anticipate the goals, the national goals, that we would like to aspire to. Trying to deal with these immediate problems alone doesn't get us any place...We find almost all of our efforts towards solving these problems -- whether it's urban development, transportation, or all of the work that seems to be taking care of the little things here and there -- have made it all more complex as time goes on. We haven't solved the problems."

Oswald: "So are you saying, Paul, that the tendency is to partial accounting and what we need is wholistic accounting? So that future studies, developing more sophisticated ways for accounting, could in junior high, senior high, and elementary sensitize kids to there being more variables in the problem than one, two, or three?"

Hurd: "An illustration -- the double knits that came in in the last few years. They are affecting the economy in Australia and New Zealand, and dry cleaners here, because knits are washable. In the past, these things have happened randomly and without organization, and now we have ourselves into a lot of messes, social and economic. The problem has impinged on us enough now; it is conspicuous enough that you can arouse interest.

"One of the things that is happening in the scientific community is the drive towards social responsibility and an attempt to plan scientific research in terms of that which is going to be most useful to mankind. I think it is an encouraging sign that we are getting a forward look. There are efforts in Congress and other places to bring about a logical assessment, to take a look at the possible ramifications that a technological development will have on society and people, before we get so far involved into it...We are not used to dealing with complex problems that have many, many interactions. I think there is a new style of thinking coming in.

"For lack of a better name, and I almost hate to use the word, it is an ecological kind of thinking, which recognizes the complexity in the interaction of things, that there is not straightforward attack on most problems...Now we have just come out of a period in science, and we are just emerging very slowly into what will hopefully be a new era. As you know, in the past ten years all the efforts of the NSF were confined to discipline-centered programs and updating the disciplines. The goals were very restrictive almost in the opposite direction of future studies. But now there is a willingness to face that the teaching of science should no longer be value free. Since we are essentially developing a moral science, which means assuming this responsibility, you find many writers, very influential people in terms of the scientific community, saying we have got to look at these broad issues, and we have got to plan science in terms of problems that mankind is concerned about. So, as a movement I think we are past the stage of birth."

On atitudes of students toward future study and the possibility of a pessimistic outlook--

Hurd: "I haven't taught a course on future studies, but from teachers I have heard who have taught it at the university level there is a tendency towards students becoming pessimistic. I think one of the reasons why student pessimism has developed is that many courses have dealt entirely with the problems we have... without considering the goals of mankind, the value questions, and where we want to be in the year 2000 -- what kind of a life would we like to have. So you start with something that is overwhelming and complex. We need to start the other way, to define which minor efforts have been made, to redefine our national goals, and to consider those things which we think are worthwhile in life. The poverty among people, as I see it, is a poverty of commitment and values and where they want to go. Though many are out in the hills trying to find themselves, I think they would do better in the library." (Continued pg.2)

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Interview (continued)

On future studies as a distinct course, or infused in the rpesent curriculum–

Hurd: "Now I think future studies should be throughout the curriculum. The rationale and philosophy of education needs to be rethought. It is my feeling that we need a new kind of an education for a new kind of world, to put it in journalistic terms. Old models are used to develop courses, far removed from the kids. This attitude needs to be rearranged with an expectation toward change. The expectation that tomorrow will be different, and that we can make it different, is the direction that is better for us.

"My view is that the best place to put future studies is throughout the various courses. In science, for example, we have theories and principles of long duration. These need to be shown effective in relation to all the problems of mankind. We have some knowledge that is future oriented. I see this as a mechanism for improving and raising the level of **information** that is taught – and we have an awful lot of fact and information-based science courses – to the level of **knowledge**. Then you have the tools by which you can progress, for at the knowledge level there is a certain firmness – the theories and principles have a certain permanence. I see emphasis on the future as also serving to upgrade many courses to a higher level."

Oswald: "Is there a lack of material? Some feel there is not enough stuff around – not enough substance, not enough techniques to either make a futuristic curriculum or infiltrate the traditional curriculum with futuristic notions. I would like to take the opposite point of view. Lying in libraries all over the world there are books, some of them sixty years old, that any teacher in any school, in any socioeconomic situation can use to assist the students in thinking about the unknown, thinking about possibilities and probabilities, thinking about complex things, and to stimulate practice in dealing with those issues. When one sees the literature from Kahn, Fuller, Toffler, Meadows, and others, one can't argue the lack of material. Movies have a futuristic theme, so does science fiction, and market research is always tainted with future probabilities and possibilities. I think it is very easy to find materials for a course."

Hurd: "There is not a general awareness of the problem, though, by a large percentage of teachers. Therefore they do not perceive future studies as their responsibility. I find this with the student teachers, also. It frightens them, in a way, that they might really be having something to say about the future."

Oswald: "Some of our graduate students at Syracuse University in Social Foundations did a little study using the Delphi technique. They dealt with the social studies curriculum. We asked them to make projections for five year periods going beyond the year 2000. It was apparent that these students were very clear-headed about now and about three years beyond, but when they got to five, ten, twenty years ahead, practically all had dropped out and weren't interested, or obviously weren't sensitized. Perhaps the study could be interpreted that people don't typically think in long, forward time frames. I think there are ways – exercises, games – that can sensitize the teacher, can help us think in terms of 1980 or 2000."

Hurd: "I wish that future studies were a part of a beginning course that most teachers take, such as the Social Foundations of Education. You see, I find many English teachers using science fiction, but that is all they are doing. It is just like using Shakespeare, except that the future is more interesting to youngsters. But to bring any intellectual understanding to science fiction, to explore what it may represent, just doesn't happen. It is a body of literature that has developed like English literature or American literature – science fiction literature – and it is just that. I haven't seen really one place where I felt that the study of science fiction was placed in any kind of intellectual context, that it might be more than just an interesting and exciting kind of story you can get kids to read."

Oswald: "So Future studies is a field definitely in search of a rationale, a formulation."

Hurd: "You have to have a someplace and a somebody to get sort of a critical mass. You can't exert a movement in this country all by yourself. You have to find out who is on the same side of the fence. A lot of people, I think, are struggling for some kind of insight. They hear about futurism and future studies, and they read about it, and once in a while there is an article in the popular press that sounds kind of exciting. I think this is the way that things sort of get started. I get impatient with the slowness of it, but it is the clearing of the trees in order to get started, and there is a little body of literature that must be and is becoming more accessible."

Book Review

Mary Jane Dunstan and Patricia W. Garlan, **Worlds in the Making: Probes for Students of the Future**, Englewood Cliffs: Prentice-Hall, 1970.

This book is a **sampler**, a guide to the extensive literature on the future.

The illustrations alone are worth the price of the book. In fact, just about any one of the many articles comprising this book would be worth the price of the entire collection.

Authors Dunstan and Garlan, of the College of Marin (County, California) Communications Department and Langley-Porter Neuropsychiatric Institute, respectively, have provided a significant contribution for futurist education. Between two attractive soft covers, they have developed a 370-page itinerary for students who wish to travel the path of considering alternative futures.

Major questions are posed: "Are You Ready?", "The Machine – Enemy or Ally?" and "Evolution or Revolution?". There are seven categories of articles ranging from "Grokking the Problem" and "Coping with Change" to "Discovering Human Nature" and "Inventing the Future."

Contributing authors include Don Fabun, Alvin Toffler, John Howard Griffin, Ralph Ellison, Ken Kesey, Joseph Heller, Arthur C. Clarke, Constantine A. Doxiadis, Richard Buckminster Fuller, Arthur Miller, David Sarnoff, Robert Theobald, E. M. Forster, Lewis Mumford, and many others. There are cartoons, sketches, quotation inserts, and full color photomicrographs and photographs.

"Let us imagine a particular space and time circa 1986," begins one of the inserts in **Stranger in A Strange Land**. It continues, "a home in the suburbs of Phoenix. A man is sitting in the middle of a circular room, and on the curved walls around him he can see the ocean – surf breaking over the rocks..." Where, the author asks, "does 'reality' begin and end?"

Or consider "Are You Ready?", which begins, "Your child may live to be 100. And in his lifetime, he may take drugs to raise his intelligence, may have a 'talking' computer as a colleague, and may select the characteristics of his children before they are born..." And humor, too, as in the case of two scholarly gentlemen observing a shaft of light..."What do you think, Professor? Is it a laser, a maser, a quasar, or just a little ray of hope for all mankind?" For the student and teacher, **Worlds in the Making** is a "ray of hope..."

It is an excitingly bold effort. For the teacher and student it is a course on futuristic thinking wrapped up in a beautiful package. Its table of contents amounts to a syllabus for future studies.

And for those who need further assistance, the authors have provided a **Teacher's Manual/Future File**. In this pre-punched (for notebook) tear-apart manual, teacher guidance is provided in one type and students are counseled in italics. For each section of the book there is a corresponding section in the manual and these pages are loaded with ideas, suggestions, and "Other Resources" complete with addresses and zip codes. Together, the book and manual are a teacher's dream. (Publishers: Look this set over and consider the loving care that the production team invested in this handful of paper and ink. Maybe this format is what you have been looking for.)

Worlds in the Making is a turned-on communication that presents educators with a problem: If teachers of English and science and social studies all want to use the book, then what will happen to the "boundaries" between "the subjects" as we have known them? Perhaps Carl Rogers was correct in advising, "In the coming world the capacity to face the new appropriately is more important than the ability to know and repeat the old."

Worlds in the Making is a primer for those interested in "facing the new" including the unexpected.

James M. Oswald
American Universities Field Staff

ENVIRONMENTAL EDUCATION

Environmental education concerns are part of future studies concerns. Write for the newsletter of the ERIC Clearinghouse for Science, Mathematics and Environmental Education, which is distributed free of charge. Address: SMEAC, Environmental Education Newsletter, 1460 West Lane Ave., Columbus, Ohio 43210.

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ocuments on the Future

RIC document files yielded a few course guides
es. Hopefully this bulletin will stimulate a flow
the ERIC Clearinghouse for Social Studies/Social
nal suitable for announcement in **Research in**
production in microfiche and hard copy by the
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scriptions, experimental materials, classroom
ference and research papers about futurism and
ERIC/ChESS, 855 Broadway, Boulder, Colorado

presently available from EDRS, P. O. Drawer O,
nd 20014. Microfiche is 65 cents per title and
29 per 100 pages. We suggest you refer to the
t in **Research in Education** before ordering.

shed by the Office of Instructional Services,
partment of Education, 1971, is a 24-page in-
1 for junior or senior high school students. The
a pre- and post test, three lessons with major
behavioral objectives, learning activities, and three
eralizations are: 1) technological advances made
ught about rapid changes making it possible for
tter" life; 2) technological changes have also
, they will bring about many new ones, and
the future; 3) in the future change will occur at
d pace; and 4) change will require planning on
e, government, industry, scientists, experts, and a
ation system. Order ED 054-001.

for the Course: "**Toward the Year 2000**" was
y John Buchanan and other teachers from the
thematics, English, and science departments in
h School, Englewood, Colorado. 178 pp. Order

the course are: 1) to teach the elements and
n-making; 2) to improve the process of com-
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nd technology; and, 4) to develop an awareness
el of technology and the directions technology
uture. Student centered problem solving groups
vant real life situations. The units are:
sion Making; Communications; Nation Building;
ulation including computer instruction; The
nsis; Labor vs. Management; and, Major Urban

One of the eleven subunits of an eight-week unit, **On Conflict: A Curriculum Unit with Comments**, by Olin Kirkland is "Planning for the Future, Measures of Probability and Study of Future Events." The purpose of the whole unit is to give students a more detailed understanding of the concepts and realities of conflict, violence, war, and international behavior than is usually done with the ordinary piecemeal textbook approach to human interaction. Kirkland worked with the Diablo Valley Education Project, Berkeley, California and this unit was funded by the New York Friends Group, Inc., and the Center for War/Peace Studies. It was produced in 1970 and has 91 pages. Order ED 054-001.

Humanities III: The Future of Man is a syllabus to be abstracted in the March issue of RIE, but available now for $2.00 from the Stanton School District, 1800 Limestone Road, Wilmington, Delaware 19804. This humanities syllabus is the last of three sequential programs and is intended for 12th grade students. Some of the major objectives of the course are to: 1) create an understanding of the nature of communication and its impact on human activity; 2) explore some problem solving techniques and philosophies and their possible impact on human direction; 3) show the relationships which determine formation of values with a view toward value planning for the future; 4) discover major technological, social, political, economic, and aesthetic problems that man must successfully contend with in order to survive; and 5) reveal that the positive approach to a problem is dealing with it squarely. The focus is upon students pondering the quality of life and ways that will make life better, and moreover, on presupposing a more humanistic future world.

Keep watching monthly issues of **Research in Education** for material to study and teach about the future. The terms describing this concept specifically, such as "futurism," "futurology," "futuristics," "future study," have not been added to the ERIC Thesaurus and therefore do not appear in the RIE index. The Thesaurus is continously being expanded to adjust to new concepts and developments in education. A specific index term may be used in future issues. Presently, documents about future studies can be accessed through a computer search of the identifier file. The manual searcher should search for abstracts under several categories according to the slant of his particular interest: Ecology, Educational Change, Educational Planning, Environmental Education, Human Geography, Humanities, Peace, Population Trends, Prediction, Social Change, Social Planning, Social Problems, Social Values, System Development, Technological Advancement, Technology, Values, War, World Affairs, and Work Problems.

IES AT THE HIGH SCHOOL LEVEL

phomore course in future studies is being taught
Jack Pomatto at Lake Park High School in
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ce the course, followed by experiential activities
n predict their futures in 5-, 10-, 20- and 40-
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diction is a group process with brainstorming,
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nd bibliography: Jack Pomatto, Team Leader,
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Illinois 60172.

DITIONAL

nal, Volume 1, Number 1, was launched in
ounder and editor is Robert Theobald. Sub-
per year; address: 34 West 33rd St.; New York,
obald describes the publication as "a partici-
r to create a more human future." The articles
ked issues raised by the transition from the
the communications era.

first issue, 15 pages, are: "Exploring the Future,"
Dr. Willis Harman, Director of the Center for
al Policy, Stanford Research Institute, Palo
"Problem/Possibility," an outline of the issues
poor countries of the world; "Opportunities
" "Jonah," the Creation myth reinterpreted;
e," the attempts of communities in the
to solve their own problems; "Interpersonal
lighthearted look at what we expect of people;
ies for Youth," a Canadian program designed to
re through letting young people design their own
ments for additional reading are listed for sale at
from **Futures Conditional**.

IN-SERVICE SEMINAR ON TECHNOLOGY AND SOCIETY

The Indiana University Anthropology Case Materials Project is experimenting with new classroom materials on the topic of technology and with a new in-service format. In the belief that teachers tend to become intellectually isolated, both from teacher colleagues and from academic resources outside the school, the project supplies materials for a ten-session seminar on technology and society. The sessions are self-conducted by small groups of teachers meeting in their own schools. In fact, the only way in which the experimental materials can be obtained is for at least three teachers within a given school to agree to meet together for ten sessions using the seminar package supplied by the project. The package includes papers, audio tapes, and a discussion guide.

The seminar package and classroom sets of student materials are now available at cost from ACMP. For further details write to Robert G. Harvey, Director, Anthropology Case Materials Project, 914 Atwater, Bloomington, Indiana 47401.

S/G/N

Simulation and future study -- from sophisticated systems such as the World Game developed by Buckminster Fuller, to games for elementary and secondary students that are based upon science fiction -- is the focus of an issue of **Simulation/Gaming/News** (S/G/N), a new tabloid format newsletter. Request Vol. 1, No. 3, September '972 from S/G/N, Box 3039, University Station, Moscow, Idaho 83843. Single issues are $1 and the subscription rate is $4 for five issues. Duplicate copies, bulk rates, are available for classroom use.

SOCIAL SCIENCE RECORD

A few issues of the **Social Science Record**, a Journal of the New York State Council for the Social Studies, Vol. 7, No. 3, Spring 1971 are still available. This issue centered on future studies in social studies. Write the journal, 412 Maxwell Hall, Syracuse University, Syracuse, New York 13210.

U. S. COMMISSION FOR THE OCEAN

"Present Law of the Sea and its Evolution," is a six page mimeographed interpretation in non-technical language by the U.S. Commission for the Ocean. Another of their publications is on manganese modules and explains "why the flap" about obtaining this resource from the sea. Both publications are available free of charge in single copies from the commission. Arthur Goldberg, former U.S. Ambassador and Supreme Court Judge is director of the organization, and Samuel Levering is executive secretary. The commission studies ocean development, machinery, environment, and the resources necessary to life in the ocean -- oil, manganese, fishing, etc. The laissez-faire attitude toward use of the ocean is giving way to conflicting national claims. The commission works primarily in the legislative field and with delegations from other countries. Producing study materials is not their primary objective, however, in addition to the above non-technical publications, more detailed economic analyses are available to the teacher who may want to study the law of the sea more in depth or who may want a wider ranging perspective on the scientific and social significance of the ocean for future studies. Write: U.S. Commission for the Ocean, 245 2nd St., N.E., Washington, D.C. 20002.

FUTURE STUDIES AT THE GRADUATE LEVEL

The Final Report of an 18-month Future Studies curriculum development project conducted at California State University, San Jose, under sponsorship of the U.S. Office of Education is now available **in limited numbers** from the Program Co-Directors, and will be available through EDRS early in 1973. The Final Report title and author abstract follow:

> A GRADUATE-LEVEL SURVEY OF FUTURES STUDIES: A CURRICULUM DEVELOPMENT PROJECT. David C. Miller, Adjunct Professor, and Dr. Ronald L. Hunt, Professor, California State University, San Jose. 31 August 1972. 340 pages.
>
> ABSTRACT: An introductory graduate-student-level course curriculum for Future Studies was conceived, designed, and tested within the Cybernetic Systems Program and the Instructional Technology Department, School of Education, California State University, San Jose. The Curriculum consists of a series of 15 Learning Modules, including two devoted to a Standard Study Procedure and 13 treating the following concepts: The Time-Line, Appraising Futures Reports, Futures Studies Methods, Change, Alternative Futures, Forecastability, Confidence in Forecasts, Attitudes Toward Futures, Values and Futures, Transcendental Change, and Stability. An experimental offering of the course emphasized student development of multi-media presentations and demonstrated the basic viability of both the curriculum and the multi-media approach.
>
> The Final Report includes a detailed, 76-page curriculum guide and an extensive 95-page multi-media Learning Resources Guide. Each Guide will be published separately in 1973 by DCM Associates, 908 Fox Plaza, San Francisco, California 94102.
>
> A very few administrative copies of the Final Report have been produced at the Program Directors' personal expense so that they may be immediately available to futures studies instructors who wish to evaluate the curriculum for possible adoption. Requests for **Single Copies Only** will be filled in the order received until the limited supply is exhausted.
>
> The Final Report is priced at $15.00 postpaid. Check or money order for the full amount must accompany requests.

LEARNING TO BE

The literature of educational change is a potential source of readings for future studies. **Learning to Be** is a report by a UNESCO commission reviewing major trends and developing strategies for educational change. These are guidelines for change based on the core principles of flexibility, continuity, democracy, and education as lifelong processes. Thought provoking methods of "learning to be" are explored: integration of child and adult education; use of media experiments; community involvement in day-to-day education; changing the physical aspect of the school; the new focus on preschool education throughout the world; teacher/student relationships that prepare students for self-learning; the movement against authoritarianism in education; the role of examinations in self-assessment; and the biology of education -- experiments in human brain capacity.

Learning to be: The World of Education Today and Tomorrow. UNESCO/Harrap, 1972. 313 pp. paperback. Order from: UNIPUB, Inc., P. O. Box 433, New York, N.Y. 10016.

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DELPHI

The American Association of School Administrators, National Academy for School Executives, used the Delphi technique to project the future at their Miami Beach seminar. Harold G. Shane and other speakers outlined their visions of the educational future.

AMERICA AND THE FUTURE OF MAN: A COLLEGE COURSE THROUGH THE NEWSPAPER

On December 11, 1972 **Education USA**, a weekly educational newsletter published by the National School Public Relations Association reported that a college-level course on "America and the Future of Man" will be printed in at least 55 newspapers next September. The National Endowment for the Humanities reports that newspapers across the country will carry the course material, which will consist of 20 lectures of about 1,400 words each by a variety of scholars. Readers may, if they wish, affiliate with a college to take examinations on the material for college credit. The project was originally announced last June by the Endowment, which made a $96,000 grant to the University of California at San Diego to develop and test the course. At that time, plans were to limit it to six newspapers. Because of an unexpectedly large interest, "we've removed all limits, and will accept all comers," says William Emerson, director of the Endowment's research division. Fifty-five newspapers have agreed to print the course; another 48 have indicated initial interest. "We want to reach the person who was turned off by school, but might be interested in learning on his own," says Caleb A. Lewis, project director.

VIEW OF THE 21ST CENTURY

View of the 21st Century is a humanities curriculum outline and teaching guide for secondary classes. The outline was developed by Angela Elefante, John Mayer, John Grassi, Barbara Davenport, and Mark Primack under Project Search for the Utica Free Academy, Utica, N.Y.

They chose the humanities approach to studying the future because they believed it was the approach most open to a broad spectrum of students and was sensitive to the talents that students bring to the classroom. The 327-page guide draws heavily on teaching guides from the television series, The 21st Century. Films from the series are available for loan from Modern Talking Picture Service, Inc., 1212 Ave. of the Americas, New York, N.Y. and probably from some regional film libraries.

This outline is limited primarily to discussion activities and includes long reading lists. Topics are tied together loosely and have varying emphasis. The outline is available for loan from Joanne Binkley, ERIC/ChESS. It is useful as a reference resource for teachers developing future studies units.

WORLD LAW FUND NOW INSTITUTE FOR WORLD ORDER

The World Law Fund recently changed its name to the Institute for World Order. The name change continues to reflect the education, future, and peace orientation of this nonprofit group, which was established in 1961. Its purpose, "is to forward the world educational effort that is the prerequisite of a future system of international relations in which war has been eliminated and worldwide economic welfare and social justice have been achieved. Believing that only an enlightened and educated citizenry can develop the policies and transition steps for such a system of world order, the Fund seeks to introduce the subject of world order into the curricula of all major educational systems throughout the world – on the graduate, undergraduate, and secondary levels – and to encourage study of this subject by organizations, adult education groups, and all concerned persons. The Fund is not a foundation with capital resources of its own. Its program of research, publication, and teacher training is entirely supported by contributions."

Write to the Institute, 11 West 42nd St., New York, N.Y. 10036, for information about the 50 instructional materials they have produced, ranging from textbooks and simulations to films. These provide the minimum requirements for teaching world order problems. **Ways and Means of Teaching About World Order** is the title of their free newsletter.

The most comprehensive project of the Institute is the World Order Models Project (WOMP). Public figures and scholars from eight regions of the world have been developing eight models of preferred world order systems. Each group relates its preferred world to the present by stating the recommended steps of transition. The reports and essays derived from the reports will be published early in 1973. The essays will be made available to educational systems all over the world for study simultaneously with WOMP's studying differences in the models and possible syntheses.

WORLD FUTURE SOCIETY

The **World Future Society Bulletin** is a feature of the Society's supplemental program, which also includes selected papers and other materials designed to amplify information contained in the Society's journal, **The Futurist**. The supplemental program is available only to society members and non-member subscribers to **The Futurist**. Cost is $10 per year. The address is: World Future Society, P. O. Box 30369, Bethesda Station, Washington, D.C. 20014. Both publications are basic to any futures studies curriculum development.

The Bulletin is mimeographed and stapled, usually six to eight pages. It contains such information as book reviews, notices of meetings, and special information items – like the following.

"Thomas Evan Jones, Vice President of the World Future Society's New York City chapter, is giving a course on 'Our Options for the Future' at the New School for Social Research. Jones says the course provides 'a systematic analysis of a variety of important forecasts. Forecasts of post-industrial society by Bell and Kahn are evaluated in the light of objection raised by Nisbet and Theobald. Special attention to the conflict between the Fuller–McHale forecasts of utopian abundance and the Forrester–Meadows forecasts of impending limits to growth.'

"Jones is now writing a dissertation on futurism as partial fulfillment of the requirements for a doctorate in the social sciences at the New School. This will be his second doctorate; his first (from Johns Hopkins) is in philosophy.

"For information, write: Thomas E. Jones, 61 Horatio Street, Apt. 1F, New York, New York 10014."

FUTURE-CENTERED SCHOOLS?

"The old unconscious social rules and controls under which men have lived for hundreds of years, and in some cases for milliniums, are rapidly dissolving in the acids of modern science, technology, and social techniques. Under these conditions man must take hold of his own behavior, just as he has taken hold of his physical and biological environment, and deliberately shape his destiny.

"Only in this setting does the study of controversial questions have meaning. For a question is controversial precisely because it has reference to the future. The answer to such a question always projects a future state of affairs and it is this transcendent aspect of the question that gives rise to the controversy and arouses emotions and feelings. A controversial question always centers in differences of opinion about the shape of the future which we should strive to achieve...For only as boys and girls come to grip with the problem of determining the goals which we as a people should attempt to achieve for ourselves, not as individuals but as a people, can the study of any controversial social question be answered in terms of the common good.

"In this period of social uncertainty and confusion it is not enough to help boys and girls understand social trends and think about social problems, no matter how thoroughly and critically these things may be done. In addition, the youth must be encouraged to project their thinking into the future, to conceive the kind of social ends and relationships it is possible to build within the bounds of basic social trends, and to think constructively and cooperatively in the projection of social goals for our time. Only as we have a citizenry capable of deliberately constructing the future as they work with the present can we expect to weather the social storms which are destined to mark the twentieth century."

This is taken from "We Need Future-Centered Schools," by B. Othanel Smith in **Progressive Education**, October 1948, page 28.

FOOTNOTES TO THE FUTURE

Footnotes to the Future is a monthly newsletter published by Futuremics, Inc., a consulting firm and association of professionals committed to "helping individuals, groups, and organizations meet and solve problems which have a direct bearing on the future." Subscription for 12 issues is $10, address: Futuremics, Inc., P. O. Box 48, Annapolis, Md. 21404.

One issue contains items about the British Maplin Airport, the world's first environmental airport, and the United Nations discussion of an International University. "Book notes" has excerpts from **Is Today Tomorrow?** by Jerome Agel, contributing editor. "Periodical notes" refers to articles in **Harper's**, **The Ecologist**, and **Futures**, and the table of contents of **The Center Magazine** is reproduced. "Group notes," another interesting feature, describes a future studies group in New Jersey.

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Looking At is a current awareness bulletin published occasionally by the ERIC Clearinghouse for Social Studies/ Social Science Education (ERIC/ChESS). ERIC/ChESS is funded by the National Institute of Education (NIE) and sponsored by the Social Science Education Consortium (SSEC) and the University of Colorado. Free copies of Looking At may be obtained from: ERIC/ChESS, Looking At, 855 Broadway, Boulder, Colorado 80302. If you request your name and address will be added to a mailing list for all bulletins to be published in the coming year. People already on the clearinghouse newsletter mailing list for Keeping Up will automatically receive the Looking At bulletins.

Looking At LEGAL EDUCATION

November, 1973

Purpose

Looking At is published to let **you** know what **we** know about an emerging topic of interest or current concern of elementary and secondary social studies and social education teachers. We, after all, are a "clearinghouse." We select, abstract, and index current hard-to-obtain documents for **Research in Education** (RIE) and current periodical articles for **Current Index to Journals in Education** (CIJE). Also, we commission or prepare social studies practical guidance papers, interpretive papers, and reference tools when need, literature and practice warrant. In the process of doing this work we get around, talk with many people throughout the country, have many visitors, and receive many letters and telephone calls for information about who is doing what, and what is the latest activity on a topic. Before enough theory, practice, or materials have crystalized or surfaced to warrant a practical guidance paper, we hope to make available information about practice, people, materials, and ideas on a topic as we receive it; performing a clearinghouse and communication function through **Looking At.**

Looking At is also intended to be a catalyst increasing communication from you to the clearinghouse. Please send us descriptions of your work, announcements, questions, syllabi, guides, experimental materials, and suggestions for a second **Looking At** in legal education and for **Looking At** on other topics.

Interview: Joel F. Henning

Joel F. Henning is the Staff Director of the American Bar Association's Special Committee on Youth Education for Citizenship in Chicago, Illinois. The YEFC was established to support the creation and improvement of K-12 law-related programs in communities throughout the country. Its function is to facilitate efforts at curriculum development, teacher training, and the like. It also serves as a clearinghouse of information about law-related studies. Some of its current activities are described on page 4 of this issue of **Looking At** . . .

Henning, an attorney, undertook the directorship of the YEFC in the spring of 1972. A graduate of Harvard Law School, Henning has worked for the government of India on a Ford Foundation program, practiced corporate law with a large firm, and been a Fellow and Director of Program at the Adlai Stevenson Institute of International Affairs, University of Chicago. He has worked with Ralph Nader on the development of a federal business corporation law and published an essay on corporate law in Nader's collection entitled **Corporate Power in America**. While at the Stevenson Institute, Henning lectured to college and business groups around the country. He was dismayed by how little students and adults know about the law. Thus, when the ABA asked him to undertake the development of their YEFC project, he was already convinced of the need for such a program.

When we decided to do this issue of **Looking At** . . . , we immediately thought of Henning as the most likely candidate for the interview. Through his work with the YEFC during the last year, he has become perhaps better informed than anyone else in the country about the breadth and depth of the legal education movement. In a telephone interview, he gave Karen Wiley, the ERIC/ChESS staff editor, his perspectives on law-related studies.

On the relationship of legal education to the school curriculum—

Henning: What we call "law-related studies" is very much a part of the social studies. However, I would say that it is different from the traditional social studies approach to the same substantive materials—issues of law, Supreme Court decisions, the structure of government, the structure of our legal system, matters involving patriotism, and so on. These have been handled largely as uncritical expositions of the structure of government and the legal system. We urge educators to come to grips with real legal and social problems on a case-method basis, using open-ended, inquiry-oriented techniques.

Also, we feel strongly that law-related studies should not be deferred until high school but must begin at the earliest elementary grades. In fact, we've done some work with the Children's Television Workshop, which produces Sesame Street, and have found that many open-ended, problematic issues of life and law are ideal for use by very young children. These include interesting problems of authority, fairness, legitimacy, rule-making, rule-enforcing, and so on. All these things are of enormous importance to younger kids. Every time they line up at the water fountain, every time they have to share their toys, they are involved in a jurisprudential problem. We have found that young kids are more comfortable in discussing these questions and attempting to deal creatively with them than are older kids. The older kids have already had too much of the traditional, rigidly structured approach. They seem to depend on having a source for answers, rather than formulating answers themselves.

Wiley: Do you find that these issues are treated directly as legal problems at those ages? Are they actually called something like "law studies" with the young children?

Henning: It's not necessary, in our opinion, that these studies be categorized expressly and narrowly as "law studies." There's a close correlation between law-related studies and other areas in the modern curriculum—moral

(continued pg.2)

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Interview (continued)

education, values clarification, political education, philosophical and humanistic studies. All of these overlap, particularly when you're trying to extract the essentials of these disciplines for the use of younger kids. In fact, we find that when studies are characterized too narrowly as law studies, emphasis tends to be on content, on memorization of statutes, on constitutional clauses, rather than on process and analytical approaches to legal and social problems.

I think it's also important to look beyond the social studies curriculum at the role law studies can play in the larger curriculum. For example, there is an enormous number of literary treatments of legal problems that can be used in English and literature classes. In Shakespeare's work, many of the most important issues are issues of law—the succession to the monarchy in **Hamlet** and the commercial transactions in **The Merchant of Venice**, for example. Sir Thomas More was a lawyer—one of the few to become a saint. Robert Bolt's play about More, **A Man for All Seasons**, is essentially about a man who believed in law above the King. As a consequence the King gave him quite a lot of trouble. It's a fascinating study of a critical legal issue—a legal issue which, incidentally, we now face in this country concerning the extent of Executive privilege.

On the shape and direction of legal education in the U.S. today—

Wiley: Is "legal education" or "law-related studies" just a euphemism for the same old "law 'n order" schooling?

Henning: This is the very question that concerned me when I was first asked to become Director of the Special Committee. In talking with the people involved with the Committee, I became convinced that what they wanted to do was much more sophisticated—far from an uncritical, indoctrination approach. This approach emphasizes a case-method, open-ended, inquiry-oriented, critical study of the law and legal processes. It is, of course, more expensive and difficult than traditional approaches, but I think it is also more effective in developing a deep and realistic respect for law and legal institutions.

There's a broad spectrum of programs that go under the name of legal education today. At one end of the spectrum, there are programs that really get into conceptual approaches to legal problems, that have strong inservice teacher training components, that have developed or used materials very well suited to the kinds of approaches we advocate. This has been done in many cases with the help of the organized bar on a state and local level. At the other end of the spectrum, there are instances of "Officer Friendly" programs of local police departments or very simple-minded pamphlets of local bar associations that do no more than attempt to warn young people away from violations of law without any critical examination of legal issues.

We've got both, and everything in between. We find, however, that the organized bar, lawyers, and educators around the country are very interested in materials and techniques that can improve their programs. Once they get into the field—even if they enter at a very simplistic, law-and-order level—their programs begin to grow toward more sophisticated approaches.

Wiley: There seems to be an exceptional upsurge in interest in legal education lately. Is that really the case, or is it just my imagination? And if it is the case, where does the interest come from—what are its sources?

Henning: Definitely yes, and it has gone beyond just a proliferation of projects. It is what I would term a "movement." By that I mean it is larger than the sum of its parts; a sort of synergistic effect has occurred.
I don't know the reasons for this upsurge of interest. However, the fact that law has been a principal agent of social change in the past generation must have something to do with it. The 1954 Brown v. Board of Education decision of the Supreme Court, the Civil Rights Act of 1964, and many other legal events have been at the heart of social change. Social change has often been accomplished through the legal process in this country. This is a somewhat unique feature in our history. In most other countries the dominant methods of bringing about social change have been violent revolution, coup, dictatorial fiat, and the like. De Toqueville noted early in our history that America was a country uniquely obsessed with law and with lawyers. Even the American Revolution was an essentially law-oriented revolution, based on the concept of breach of contract. Throughout our history there has been a strong commitment to law, which makes it seem a bit strange that there has been so little emphasis in the schools on law education until recently. I think that the demonstrations of Martin Luther King, the bus boycotts, the Vietnam demonstrations, violence and law-breaking both official and unofficial—all these events of recent years have worked to bring us to a focus on the role of law in social change.

Another source of the recent increase in interest in law studies is the very immediate relevance of the law to young people in the cities. Kids who have run-ins with the police, who live where police-community interactions are tense and frequent, have a very great practical interest in the law and a very great need to understand it. As the problems of the cities have become important, associated issues such as the law and law enforcement have also been highlighted.

Wiley: Is this new interest just a fad?

Henning: I think that, if it is a fad, it has a much greater chance of being transferred into something longer lasting than most educational fads. The reasons for this are several. Most importantly, the community outside the educational profession is very much involved in legal education. The legal profession, parents, educators, public officials, the community in general have become involved in the projects with which we are working. There doesn't appear to be any significant difference, either, between the involvement of conservatives and that of liberals. I think that's partly a result of the nature of law-related studies. It calls for critical examination of issues and values in a truly open-ended way, and this is something that liberals and conservatives alike can constructively participate in together. This wide participation and support will give law-related studies a lot of staying power. Also, a great deal is going on in teacher training in law-related studies. As more and more teachers are trained, their skills and knowledge will certainly find a place to "come out" in the curriculum. Finally, law-related studies have an advantage over some of the earlier curriculum innovations in that old courses don't have to be shoved aside in order to accommodate legal education. Law-related studies are, in fact, mandated by law—schools are required to teach about the Constitution, the law, and legal processes. Hence, there's already a place—or, rather, there are many places—in the curriculum for legal education.

On method and content in legal education—

Wiley: What teaching methods seem to work best in law-related studies?

Henning: It's very important that law studies in the schools at least resemble law studies in the law schools. The way to learn effectively about law and the legal system is **not** to memorize statutes and memorize the process by which a bill becomes a law. It is, rather, to deal closely, critically, and analytically on a case-by-case basis with actual, factual situations where the law has been brought to bear; to try to sort out the facts carefully; to determine, just as the judge or legislator or executive officer did, what concepts of law should apply; whether, in fact, those concepts are good, and whether, if we change the facts a bit, the applicable law should change. In other words, a highly problematical, inquiry-oriented, case-method approach is at the core of method.

On the other hand, exciting teaching techniques that have become popular in the last few years also work very well. Simulation games and role-playing are useful. After all, mock trials have been used in law schools ever since law schools were created in the 19th century. They work extremely well at both the elementary and high school level. I've seen, for example, the trial in **Alice in Wonderland** dramatized by young kids in middle-elementary grades. After the mock trial, the kids analyzed what standards of due process were present, what standards were lacking in the trial, and so on.

Wiley: Are kids **really** interested in the law?

Henning: There's obviously a great deal of information about law that kids want. They want to know about the drug laws and the sex laws and the juvenile laws and the consumer laws—when they can buy a car, when they can ride a motorcycle, what are the consequences of various kinds of behavior. And that's information they're entitled to have, but it's trivial information compared to the process of thinking in depth about problems of law as part of a legal system. On the other hand, it can be the carrot at the end of the stick. But we try to avoid the uncritical transmittal of values and information.

Let me give you an example. In the olden days, when I was in school, we were taught in lots of different ways that progress was good. Today, I suspect, there are a number of free schools and anti-establishment schools in which students are taught that progress is bad. Those are both unexamined values, neither of which is of any use. What's important is to try to understand what the various costs and benefits of certain kinds of industrial or agricultural progress are, compared to the costs and benefits of keeping the wilderness pure, keeping the air clean, and so on. The transmittal of values—anti-establishment as well as establishment values—without critical examination is, I think, very limiting. It's our strong feeling that the best way to develop good citizenship is not by transmitting unexamined values or demanding symbolic patriotic attachment to the Constitution, the Bill of Rights, and the rule of law. Rather, good citizenship is encouraged through developing a sophisticated, thorough understanding of the basic components of our system—warts and all. We believe that young people who understand the system will be more capable of dealing with it and will therefore be less alienated and less hostile.

We don't suggest an emphasis on the legislative process, or on law enforcement, or on the judicial system. More and more, scholars and public officials are trying to think of the legal system as a **system**. You can't for example pass strong drug laws enlarging the number of people liable for criminal penalties in that area and do it effectively unless you take into consideration the needs of the police, the needs of the prosecutorial offices, the needs of the judicial branch, and correctional needs. It's all one system.

That's on the criminal side. On the civil side, it's very much the same thing. Take the example of no-fault automobile insurance. Do we want our courts to be jammed, with 90 percent of their calendars filled with personal injury cases arising out of automobile accidents? Do we want to abridge the right of every citizen to pursue a legal remedy all the way to the highest court of appeal? We can't have both. If we make the system more efficient, we are limiting our legal rights. We have to decide whether it is better to relieve the legal system of this burden so it can deal with issues of more public importance. In other words, a kind of systems approach is useful in the study of law.

ANALYSIS OF PUBLIC ISSUES

The Analysis of Public Issues Program at Utah State University builds on the earlier work of the Harvard Social Studies Project (whose materials have been published by American Education Publications in the well-known **Public Issues Series**). The Analysis of Public Issues materials are designed to teach students to think critically about basic problems facing our society. The developers, James P. Shaver and A. Guy Larkins, believe that any attempt to prepare citizens to make more rational, intelligent decisions about public issues must proceed from a clear recognition that most controversial social issues are ethical in nature. The overall emphasis is on clarifying language, facts, and values in arriving at decisions about issues. The central concepts around which the materials turn are taught by moving from familiar situations and examples to more abstract issues, using a variety of teaching strategies. The materials include a student text, **Decision-Making in a Democracy** ($4.80); an **Instructor's Manual: Analysis of Public Issues** ($8.97); an audio-visual kit with filmstrips, cassette tape, and transparencies ($64.50); duplicating masters for tests and homework assignments ($27.00); and a series of seven student problem booklets on specific topics ($1.65 each). Available from: Houghton Mifflin Company, 110 Tremont St., Boston, Mass. 02107.

ERIC Documents

Our search of the ERIC document files under the descriptors "Law Instruction," "Citizenship," and "Political Socialization" turned up the documents cited below, among others. We hope that this issue of **Looking At . . .** will encourage readers to send us documents related to legal education to put into the ERIC system. Send current, non-copyrighted course descriptions, experimental materials, classroom research, and conference research papers about legal education to ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302.

The documents abstracted below are available from EDRS, P.O. Drawer O, Bethesda, Maryland 20014, unless otherwise noted. Microfiche is $.65 per 70 pages and hard copy is $3.29 per 100 pages. We suggest you refer to the complete abstract in **Research in Education** before ordering.

ED 058 153. **Preparing School Personnel Relative to Values: A Look at Moral Education in the Schools**. By Lawrence Kohlberg and Robert L. Selman. ERIC Clearinghouse on Teacher Education, Washington, D.C. 1972. 60 pp. This paper clarifies the development of moral judgment and the means by which educators can stimulate this development. Moral teaching is defined as the process of open discussion aimed at stimulating the child to move to the next step in his development. Research evidence shows that internalized principles of moral judgment cannot be taught, but their development can be encouraged. The main conclusions are (a) the definition of "good behavior" should not be relative only to the standards or biases of the teacher; (b) the teacher's initial task is to understand, from the child's viewpoint, what is good and bad about a given behavior; (c) since the child's judgment follows a developmental sequence, some thinking can be defined as more morally mature than others; (d) it is psychologically and ethically legitimate to encourage the child to act in accordance with his highest level of judgment; and (e) insofar as discrepancies between judgment and action reflect a form of cognitive conflict that may serve to promote development, encouraging correspondence between judgment and behavior will be a stimulus to further development as well as to changes in overt behavior. The teacher must be concerned about the child's moral judgments rather than about conformity with the beliefs and judgments of the teacher.

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Book Review

Golden Gate Law Review. School of Law, Golden Gate University, 536 Mission Street, San Francisco, Calif. 94105. Annual subscription $7.00 (two issues).

Do you ever get that feeling that you are—once again—getting behind the times? When it was first suggested to me that I take a look at the winter 1972 and 1973 issues of the **Golden Gate Law Review** because they had some material on legal education, I thought, "Ugh! Law reviews—those are those journals with all the dry, legalistic articles like our of Harvard Law School and such. What could they possibly have that would be of interest to **Looking At** readers?!" But since the advice came from a good source (Joel Henning, to be specific), I decided to take a look anyway.

When the package from **Golden Gate Law Review** arrived in the mail, I ripped it open and pulled out two items: one didn't look at all like what a law review journal is supposed to—it was a "fat" (466 pages), 8½" x 11" mimeographed, stapled book entitled **High School Legal Education** (the winter 1972 issue, vol. 2, no. 1). The second fit my preconception a little better—it was a standard journal size (6½" x 10") and its pages were a dignified academic cream color with typeset print. But its title was "all wrong" for a law journal: **Concepts in Law: A High School Text** (winter 1973 issue, vol. 3, no. 1). And there were pictures in it!

Editor Ronald Bogard, in the preface of the winter 1972 issue, directly addressed the source of my puzzlement by explaining that the **Golden Gate Law Review** and others like it were consciously attempting to develop a new role for law review groups:

I do not question the value to the legal community of the **Harvard Law Review** *and the* **Yale Law Journal**. *But to suggest that every law review (many with far less economic resources) must emulate their traditional standard is absurd and, in my opinion, a waste of valuable talent. The new breed of law reviews can make equally valuable contributions to the legal community and the society.*

Since so many of today's legal problems are social problems, why restrict authorship of law review articles to members of the legal profession? Why limit a law review's reading audience exclusively to the legal community? Shouldn't law students, who have learned legal methodology during their first year, be encouraged to undertake creative community projects rather than be caught up in examinations, grades and class rankings, or in simply passing the time until graduation?

The **Golden Gate Law Review** has undertaken a number of projects related to the problems of the surrounding community, including urban renewal, recycling of urban resources, and education. During 1971-1972 it developed the Golden Gate Legal Education Project, under the co-sponsorship of the Constitutional Rights Foundation of Northern California and the Bar Association of San Francisco. The winter 1972 issue of the **Review** is devoted entirely to reporting on the work of that project.

The first of the three sections of the issue describes the project, which involved team teaching by 24 law-student tutors and 23 high school teachers in 14 Bay Area schools during October-December 1971. Numerous suggestions for similar projects are sprinkled throughout this section, and the appendices contain evaluations written by some of the tutors and teachers as well as examples of tests and assignments and a listing of teacher background materials and media.

The second section of the issue is "Students and Their Opinions: The Golden Gate Law Review's High School Legal Education Project," by Miron L. Straf and Morton S. Tenenberg of the Department of Statistics at the University of California at Berkeley. This describes a research—not evaluation—effort that accompanied the project, giving some interesting perspectives on the attitudes and background characteristics of the high school students that participated in the project.

The largest section, running almost 300 pages, contains curriculum ideas. Concise background material on the court system, the first six amendments to the Constitution, contracts, torts, and landlord-tenant law is given. The subsections on the fourth, fifth, and sixth amendments are accompanied by "hypotheticals"—short statements of problem situations involving the law which can be used for discussion springboards. The contract, torts, and landlord-tenant subsections incorporate such material within the background narrative itself. There are also a "Teaching Methods Unit" and two appendices containing cases for moot courts and mock trials.

The winter 1973 issue, **Concepts in Law: A High School Text**, appears to be an outgrowth of the 1971-72 project, though there is no introduction specifically explaining its relation to that project. One of the strongest suggestions to come out of the 1971-72 effort was to collect or develop a better base of resource materials. The material in **Concepts of Law** quite clearly incorporates some of the early work, but is much more polished and comprehensive and is intended to be used as a basic text for a high school legal education course. There are eight chapters: The Function of Law in Society; Court Systems and Procedure; Constitutional Law; Crimes and Criminal Due Process; Tort Law; Real Property Law; Contract Law; and Suggested Teaching Methods.

As a reviewer I feel at least a small sense of obligation to say something critical about these volumes, and in all justice the reader should know that these are not The Answer to all legal education needs. They do display some of the naivete of those who have been in neither the educational nor the legal "game" for long; and have not yet won the battle that all professional educators must fight—reducing the jargon of the discipline to a manageable (for kids) level. But along with their naivete and their lingo goes an enthusiasm and surprising degree of sophistication about "what they are up against." Their efforts are, overall, admirable, and have contributed something that I think will be of much use to high school teachers of law-related studies.

Karen B. Wiley
Editor, ERIC/ChESS

on Legal Education

ED 073 524. **New York Civil Liberties Union Student Rights Project Report on the First Two Years, 1970-72**. By Ira Glasser and Alan Levine. New York Civil Liberties Union, N.Y. 1972. 92 pp. This report (1) describes how the project disseminated information about student rights through a student rights handbook, a student rights news service, and speaking engagements; (2) outlines the nature of project services that help students obtain their rights; (3) describes procedures for enforcement of student rights; (4) discusses school rights as they were affected by selected areas of school administration; and (5) describes legal and administrative actions the project has pursued in redressing wrongs of particular students.

ED 062 225. **Law in a Free Society**. California State Bar and University of California at Los Angeles. 1971. 61 pp. Not available from EDRS; available in hardcopy from School of Law, University of California, University Extension, 10680 W. Pico Blvd., Los Angeles, Calif. 90064. Two major tasks of the K-12 project described in this experimental guide are (1) to present teachers with a proposed inservice program designed to give them an understanding of the subject matter and methods needed to present effective lessons at their grade levels; and (2) to develop an effective K-12 curriculum in civic and legal education. Teachers are given instruction and guidelines developed by the project staff, consisting of statements of behavioral objectives for each lesson, concepts, and references to educational materials. Teachers develop and practice lesson plans in their own classroom during the year using each of the following eight concepts, presenting them sequentially, in each grade level: authority, justice, freedom, participation, diversity, privacy, property, and responsibility. It is hoped by the end of the three-year period of the project, these concepts and others chosen for each grade level K-12 will be compiled. This guide is arranged into three sections: Curriculum Development Objectives and Procedures; Overview of an Evaluation of Printed Materials in Civics and Legal Education; and Guidelines for the Development of Lesson Plans (using the concept authority; other concept guidelines to be developed later).

ED 044 322 and ED 044 323. **Law and Social Science Research: A Collection of Annotated Readings**. Volumes I and II. By Gresham M. Sykes *et al*. Colorado College of Law, Denver University, Denver, Colo. 1969. 432 pp. This collection of readings, comments, and class notes has been prepared for the law student as an introduction to social science research methods. The fundamental argument is that in the growing use of social science by the law, the lawyer needs to know how the social sciences accumulate their evidence and build their theories. The sections on law and the social sciences, law and empirical inquiry, the design of research, and the collection of data include books, journal articles, and cases. The second volume contains sections on the problem of sampling, the problem of inference, measures of association, and data analysis. An 11-page bibliography of additional readings on methodology is appended.

ED 059 124. **Beliefs of American Youth About Law and Order: Indicators of Instructional Priorities**. By John J. Patrick. Speech presented at the Annual Convention, National Council for the Social Studies, Nov. 1971. 7 pp. Democracy entails the concept of orderly liberty, a concept that implies both obedience and constructive skepticism. Since teaching youngsters to be democratic citizens is a central concern of civic education, we must be concerned about whether our youth acquire this concept of orderly liberty. Studies indicate that American youth tend to value law and order, however, they tend to be unable to indicate a profound knowledge of the functions of law. The beliefs of American youth about the functions of law vary with age. In the 10-14-year age group, they stress the negative, coercive function of law and the value of single-minded obedience to law. Older youth, the 14-18-year age group, hold more complex beliefs and are more likely to think critically about particular laws and authorities. However, they still display tendencies toward intolerance of particular types of dissent. These findings raise important questions about instructional priorities. How can civic educators more effectively (1) teach students that civil liberties are necessary to a democratic approach to law and order; (2) teach students that equality before the law is necessary to justice; (3) design instruction which helps students to acquire more profound knowledge about law and order and human rights; and (4) take advantage of the age when the greatest increase in political learning and ability to deal in abstractions takes place, 11-13?

LINCOLN FILENE CENTER

According to one of our friends in the field, the Lincoln Filene Center is a "jumpingly alive place and the student materials, training activities, and their school and community involvement are so varied and vast that it would be difficult to summarize in a single report"—much less this one short blurb. The Center's latest instructional resources brochure runs six pages in very small print. Among the "goodies" for legal education that are listed are the following:

Civil Disobedience: A Higher Law? Student narrative, $.50; teacher's guide, $.50; film, $5.00 rental. (Part of **Dimensions of Citizenship: Instructional Program I**.)

The Law and Citizenship (Instructional Program VI). Two paperback books available from the Center: **Lessons in Conflict: Legal Education Materials for Secondary Schools**, $2.00, and **Law in the Social Studies, Grades 3-7**, $1.00. One paperback available directly from Houghton Mifflin Co., 53 W. 43rd St., New York, N.Y. 10036: **Civil Liberties: Case Studies and the Law**, $2.40.

"Young Person and the Court," 1 reel b/w film, 28 minutes, $5.00 rental.

For further information on the services and products available from the Center, write Lincoln Filene Center, Tufts University, Medford, Mass. 02155.

LAW IN AMERICAN SOCIETY

is the journal of the National Center for Law-Focused Education. In the four issues that have come out since the journal's birth in the spring of 1972, it has offered an exceptionally good variety of solid, thoughtful, and useful articles, reports, teaching suggestions, and resource guides on legal education. The first issue contained an article on "Law in the Schools: Goals and Methods" by Paul A. Freund of Harvard Law School, a history of law-related studies by Robert H. Ratcliffe, Executive Director of the Law in American Society Foundation, and reports on several sessions of the First Annual Conference on Law-Focused Education, sponsored by the Foundation. The second issue focused on the police, what role they play in our society, and what roles they can and should play. One section of the issue was devoted to classroom strategies related to "Values Clarification and the Study of the Police." The third issue centered around the topic of "Law and Justice," and contained a mix of reflective, descriptive, and practical-guidance articles. The latest (May 1973) issue focused on children and the law. Among other things, it included an article entitled "Morality" by William Glasser; June Tapp's report of her cross-cultural study of children's attitudes toward law; "A Child's Garden of Law and Order", a simulation game called "Pro Se Court" by Arlene F. Gallagher and Elliott Hartstein; and an article on value clarification strategies by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum. A subscription to **Law in American Society** and other products of the National Center for Law-Focused Education can be obtained free of charge by writing to Law in American Society, 33 No. La Salle St., Chicago, Ill. 60602.

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CORNELL LAW PROGRAM

The junior and senior high school materials developed by Cornell Law School and the Ithaca City School District will be coming off the presses this fall and winter. The junior high course, entitled **Justice and Order Through Law**, consists of a teacher's guide and five paperbound unit books by Robert S. Summers, A. Bruce Campbell, and John P. Bozzone: **Our Laws and Legal Processes: Do We Need Them?; Our Legal Tools: What Are They? Who Uses Them?; Basic Functions of Law in Our Society; Process Values: How Our Law Does Its Job Also Counts**, and **The Limits of the Law**. The five senior high units are entitled **Is Law Necessary?; The Techniques of Law; Law and Change; Constitutional Protection of Basic Values;** and **Limits of Effective Legal Action**. The student materials contain not only "straight text" materials but also edited trial manuscripts, edited legislative hearings, edited statutes and constitutional provisions, edited legal documents, and actual and imaginary case studies. The pedagogical approach is "inductive and dialectical," and the problems and exercises in the materials call for such performances as argument formulation and assessment, concept elucidation, contrast analysis, preference ordering, and value clarification. Role-playing, skits, field trips, and films and records are also utilized. During the four years of development the materials were field tested with about 2000 students and revised on that basis several times. In addition to the student materials, the project has developed "modules" for teachers which are designed to help them develop their own teaching materials from primary sources. For further information, write Ginn and Company, 191 Spring St., Lexington, Mass. 02173.

TEACHING ABOUT THE U.S. CONSTITUTION

The May 1973 issue of **Social Education** was devoted to the topic of "Teaching About the U.S. Constitution." It contained articles by Paul A. Freund, Lawrence Kohlberg, Isidore Starr (who was also the guest editor), Linda R. Hirshman, E. W. Miles, Joel F. Henning, and Robert M. O'Neil. In addition to general articles dealing with legal and moral education, several pieces focus on the relationship between the Constitution and specific issues, such as the environment, women's liberation, the Black experience, corporations, and youth. Ronald A. Gerlach compiled a section on "Instructional Techniques for Teaching About the Constitution" and an extensive listing of instructional sources and resources on the Constitution was prepared by Norman Gross and Paula F. Wilkes. To obtain a copy of the issue (or a subscription to **Social Education**), write Social Education, National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (single copies, $1.50; annual subscription $10.00).

CONSTITUTIONAL RIGHTS FOUNDATION

The ten-year-old Constitutional Rights Foundation endeavors to improve understanding of the Bill of Rights through a variety of educational activities, including workshops, conferences, and institutes for students, teachers, law-enforcement personnel, and other community members. Recent CRF programs have included "An Introduction to the Administration of Justice," which enabled teachers to spend ten days working with public officials in criminal justice, and a joint project with the San Fernando Valley Bar Association assisting schools in their efforts to improve student understanding of legal processes. The CRF staff has also been able to offer limited consulting services free of charge under a grant from the Danforth Foundation. Among CRF's publications are the teacher background books, **The Bill of Rights: A Handbook** and **The Bill of Rights: A Source Book**; a simulation game called **Police Patrol**; and the **Bill of Rights Newsletter**. For more information, write Constitutional Rights Foundation, 609 S. Grand Ave., Suite 1012, Los Angeles, Calif. 90017.

SPECIAL COMMITTEE ON YOUTH EDUCATION FOR CITIZENSHIP OF THE AMERICAN BAR ASSOCIATION

The ABA Special Committee on Youth Education for Citizenship was established in 1971 to provide coordination for groups interested or involved in law-related education and to serve as a national clearinghouse for information regarding curriculum materials, teacher-training and other law-related activities. Its **Working Notes for Bar Associations**, a **Directory of Law-Related Educational Activities** (described below), and a bibliography of available curriculum and teacher-training materials (to be published soon) are part of this effort. Through the ABA network of over 300 state and local bar associations, with extensive formal and informal contacts with the ABA and its more than 170,000 members, YEFC is helping to establish community support for these programs. In some communities lawyers have also been extremely valuable in securing needed funds, participating in teacher-training, serving as a reservoir of legal expertise, and assisting in providing special classroom experiences and field excursions. YEFC also provides members of its staff and other leaders in the field as consultants for interested groups throughout the country. Since the demand for such assistance is great, YEFC has produced a film, **To Reason Why**, to indicate the variety of ways in which lawyers and educators can cooperate in developing programs suited to their community's unique needs and interests. This film is designed for use in connection with printed material and "live" discussions. YEFC is also working with some of the projects described in this issue of **Looking At** . . . and others in the field to improve and amplify existing programs and to produce innovative methods and approaches in law-related education. For additional information, write: Youth Education for Citizenship, American Bar Association, 1155 E. 60th Street, Chicago, Illinois 60637.

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LEGAL EDUCATION PROJECT DIRECTORY

In an effort to catalogue the large number of projects and organizations involved in legal education, the American Bar Association's Special Committee on Youth Education for Citizenship surveyed school-related law and citizenship education projects in 1972. The results of that survey are given in its attractive 49-page publication, **Directory of Law-Related Educational Activities**. The **Directory** is intended to provide educators and others with information about projects so that they may become aware of the many resources available on which they may draw. Approximately 175 projects are listed alphabetically by state. The description of each project includes information about subject area, classroom, teacher training, and curriculum materials development activities; materials developed; teaching and administrative staff; the number of students, by grade level, reached by the project during the last academic year; sponsors; and sources of funding. A second section of the **Directory** describes several projects developed specifically for nationwide service; and the third section is a cross-reference to bar association activities. Also included is a sheet to be filled out and submitted by organizations wishing to be listed in the next edition of the **Directory**. Available from EDRS, order ED 073 978; or write directly to Youth Education for Citizenship, American Bar Association, 1155 E. 60th Street, Chicago, Illinois 60637.

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Looking At

January, 1974

Looking At..., is a current awareness bulletin published occasionally by the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS). ERIC/ChESS is funded by the National Institute of Education (NIE) and sponsored by the Social Science Education Consortium (SSEC) and the University of Colorado. Free copies of Looking At... may be obtained from: ERIC/ChESS, Looking At..., 855 Broadway, Boulder, Colorado 80302. If you request, your name and address will be added to a mailing list for all bulletins to be published in the coming year. People already on the Clearinghouse newsletter mailing list for Keeping Up will automatically receive the Looking At... bulletins.

WOMEN'S STUDIES

purpose

Looking At... is published to let you know what we know about an emerging topic of interest or current concern of elementary and secondary social studies and social education teachers. We, after all, are a "clearinghouse." We select, abstract, and index current hard-to-obtain documents for Research in Education (RIE) and current periodical articles for Current Index to Journals in Education (CIJE). Also, we commission or prepare social studies practical guidance papers, interpretive papers, and reference tools when need, literature, and practice warrant. In the process of doing this work we get around, talk with many people throughout the country, have many visitors, and receive many letters and telephone calls for information about who is doing what, and what is the latest activity on a topic. Before enough theory, practice, or materials have crystalized or surfaced to warrant a practical guidance paper, we hope to make available information about practice, people, materials, and ideas on a topic as we receive it; performing a clearinghouse and communication function through Looking At...

Looking At... is also intended to be a catalyst increasing communication from you to the clearinghouse. Please send us descriptions of your work, announcements, questions, syllabi, guides, experimental materials, and suggestions for a second Looking At... on Women's Studies and for Looking At... on other topics.

Women's Studies, a new and popular addition to elementary and high school curricula, generally offers two distinct but interrelated areas for investigation. Using an historical perspective, students can learn about the important contributions women have made and are making to society. By working with a different perspective--a sociological and psychological one--students can study individual and societal attitudes toward both women and men and the resulting influence these attitudes have on female and male behavior.

Some alarming facts demonstrate the need for Women's Studies:

--Of the present 1,138,400 elementary school teachers, 961,500 are women; but 8 out of 10 elementary principals are men!

--At the high school level, the number of women and men teachers is about the same; but 97 percent of the principals are male!

--A study of 5 million words used in textbooks read by American school children grades 3-9 shows that the word boy appears 4,700 times and girl appears only 2,200 times!

--Twenty-seven top-selling textbooks used in college survey courses in American history were studied. Of the 60 authors listed, only 1 was female!

interviews: Florence Howe and Carol Ahlum

Florence Howe, a Professor of Humanities at SUNY/College, Old Westbury, is currently president of the Modern Language Association. In addition she is president of The Feminist Press (an organization described on page 4 of this bulletin); a senior project consultant for the Resource Center on Sex Roles in Education sponsored by the National Foundation for Improvement in Education; and a member of the editorial board for Women's Studies: An Interdisciplinary Journal. Her professional experience also includes work on special pre-college projects. During the summer of 1964 she was a teacher in the Mississippi Freedom Schools and, in 1965, a summer teacher at the N.D.E.A. Institute for Inner City High School Teachers, Goucher College. Howe is the author of more than 40 publications which include essays, articles, books, and monographs discussing women, sexism, and education. The Carnegie Commission on Higher Education has sponsored her forthcoming book, Women and Higher Education (McGraw Hill, 1974)..

Carol Ahlum, another interviewee appearing in this issue of Looking At..., has been with The Feminist Press since 1970. For more than a year she has worked with high school teachers of Women's Studies courses throughout the country. In 1972 Ahlum received her M.A.T. from the School of Education at the University of Massachusetts/Amherst and, during the past two years, has taught inservice courses for teachers on sexism in schools. In addition she and Howe organized the Clearinghouse for Women's Studies, which is now a part of The Feminist Press, and co-authored an essay, "Women's Studies and Social Change," for Academic Women on the Move, ed. Alice S. Rossi (Russell Sage, 1973).

In telephone interviews with Chris Ahrens, an ERIC/ChESS staff editor, both women answered questions concerning Women's Studies in pre-college education.

Ahrens: Why Women's Studies?

Howe: Women are not present in the curriculum. They're either totally absent, as in history or science, or they appear in a destructive or only half-true form, as in literature. Women's Studies has made people aware of women's exclusion from the curriculum, and aware that course content is male-biased. In children's books, for example, women are confined to the mothering role, even though women with children (and without) have always been part of the paid workforce--think of the women who worked in factories, mines, and fields, long before the twentieth century. It's not simply a matter of giving women their due rights, since they are, after all, half the student population. Men as well as women need to be educated about the omission of women from history. They all need to perceive women as whole people, not as nasty, foolish, or sexy objects. They need to see women as complex human beings.

Ahrens: Is Women's Studies sexism in reverse?

Howe: Women's Studies, on the whole, does not focus on either women or men separately. Rather, men and women are compared. Such a comparison helps both sexes understand a world in which women have been denied human functions.

Ahrens: What work needs to be done?

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Interviews cont.

Howe: Three important things need attention: the re-education of teachers, a thorough examination of the curriculum, and a very careful preparation of new materials. In **Research in the Teaching of English** Mary Beaven presents a study that shows the need for new curriculum development in high school English. In part of this study Cook County (Illinois) high school students were asked to name the women they'd read about who they would like to have for a wife or mother. Nearly half the students said, "None." Heading the list of characters named by the others, however, were Hester Prynne (Mother), Scarlet O'Hara (Wife), or Juliet (Wife). Their limited choice was quite appalling.

Women's Studies and the Teacher

Ahrens: What's the role of the teacher?

Howe: Teachers are crucial in a very professional sense: their attitudes control the classroom. As pioneers, teachers need to be critical, inventive, and imaginative when developing new materials and curriculum units. In addition they need to use tact when working in a co-educational classroom. When restoring and invigorating the confidence of the female students, teachers must not intimidate or degrade the male students.

Ahrens: You mentioned teacher re-education. What does the teacher need to learn, or should I say unlearn, in order to teach Women's Studies?

Howe: I think teachers need training of two sorts. They need to search their individual disciplines for new materials as well as learn about women's role in history. Secondly, they need to examine their own behavior and attitudes toward males and females. Both men and women are uninformed. Teachers, in general, know little or nothing about abolition and suffrage--and the connection between them. They know very little about the history of the 19th century women's movement; the role of women in the history of labor during the past 200 years; women's participation in the pioneer and frontier movements; or 19th century medical opinion which discouraged women from seeking higher education because it was allegedly bad for their health. In addition teachers need to understand their own values toward males and females. What expectations do teachers have of the girls and the boys in their classes? How do these expectations influence the way they relate to students?

Ahrens: How can teachers get this kind of training?

Howe: There are two ways: by attending a Women's Studies program, if one is nearby--there are 87 such programs in the country; or by asking that local school systems offer inservice Women's Studies courses. The Feminist Press has been giving three inservice workshop courses to teachers on Long Island. The curriculum focuses on the origins of sex role stereotyping in the family and the wider culture; then on schools (teacher behavior and curriculum). In the last half of the course, groups of teachers present newly-developed nonsexist curriculum units to the entire workshop. In addition, with the aid of a grant from the Rockefeller Family Fund, The Feminist Press is developing supplementary materials which social studies and English teachers can use in their classes.

Ahrens: To be successful with Women's Studies, does a teacher need to be a feminist?

Howe: Yes. By **feminist** I mean a person who understands that we live in a patriarchal society, a society with institutions and attitudes intentionally or unintentionally harmful to women, and even, in some ways, to men as well. I do not regard feminism as a political party; rather, I see it as a humanist attitude that works to create a world in which men and women will both be regarded as people.

Ahrens: What's the best approach when teaching courses about women?

Howe: An interdisciplinary and problem-oriented method works best. For example, to talk about women in literature requires an understanding of the sociology of sex roles and a focus on a major critical problem: why are women in books rarely like women in life? Also, the teaching of Women's Studies tends to be healthfully experiential: we are always looking carefully at our own experiences as women or men and attempting to measure these against what we find said of us in textbooks, for example, or in studies of behavior. These methods are exciting for students, since they can contribute to the process of learning.

Women's Studies and the Student

Ahrens: Are students interested in Women's Studies?

Ahlum: Definitely. In high schools offering courses on women, the classes are over-subscribed. It's harder to tell what's happening nationwide with junior high and elementary students; there's not as much accessible information. However, I know of elementary teachers teaching feminist content; and during a recent visit to Minneapolis, I learned of a special interest course called "The Wonderful World of Women" offered there in an elementary school. Students are enthusiastic about Women's Studies courses because their own lives are involved. Mostly girls are taking the courses. As course titles and content include **men** I think boys' interest will grow too.

Ahrens: What's happening to students --both boys and girls--in the courses?

Ahlum: What immediately comes to mind is my visit to a second-grade class in Minneapolis where, in a class meeting format, students were discussing such questions as, "What are things girls can do?" "What are things boys can do?" "What things don't girls do?" "What things don't boys do?" A lively discussion ensued. It was obvious that students were becoming aware of their own attitudes and those of others. What does a second-grade girl learn when she says, she "does **too** play with trucks," while her male classmates say she doesn't? With high school students there are more exciting and immediate changes--attitudinal and behavioral changes are occurring especially among women students. They are examining their lives and questioning their expectations or lack of them for marriage and careers. In other words, their expectations are changing.

Women's Studies and the Future

Ahrens: What about the future? If they accomplish their goals, will feminist courses disappear?

Howe: If such programs are successful, most of the compensatory elements will disappear; however, Women's Studies is much more than that. Women's Studies will change the face of many disciplines--history, for example, will never be the same. Also literature. Five years ago few people had heard of Agnes Smedley, Rebecca Harding Davis, Charlotte Perkins Gilman, and a raft of fine women writers now being studied and read widely. In other words, even if what we now call Women's Studies were to be incorporated into the general curriculum, the new knowledge it is generating is here to stay.

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ERIC Documents

Our search of the ERIC document files under the descriptors "Women's Studies," "Feminism;" and "Sex Discrimination" turned up the documents cited below, among others. We hope that this issue of **Looking At...** will encourage readers to send us documents related to Women's Studies to put into the ERIC system. Send current, non-copyrighted course descriptions, experimental materials, classroom research, and conference research papers about Women's Studies to ERIC/ChESS, 855 Broadway, Boulder, Colo. 80302.

The documents abstracted below are available from EDRS, P.O. Drawer O, Bethesda, Maryland 20014, unless otherwise noted. Microfiche is $.65 per 70 pages and hard copy is $3.29 per 100 pages. We suggest you refer to the complete abstract in **Research in Education** before ordering.

ED 060 789. **Women and Education: A Feminist Perspective.** Modern Language association of America, New York, N.Y. 1971. 162 pp. This document presents the proceedings of the conference on Women and Education: A Feminist Perspective. The papers presented at the conference were: Why Women's Studies and How Sexism and Social Change; Research in Psychology Relevant to the Situation; Women and the Visual Arts; The Woman in the Moon: Toward an Integration of Women's Studies; The Sexist Image of Women in Literature; Why Women's History?; A Feminist in Every Classroom; Women, Education, and Social Power; What Women's Studies Can Do for Women's Liberation; Feminine Subculture and Female Mind; Sexism in Textbooks; Women's Studies as a Scholarly Discipline; Women as Scapegoats; Teaching Women's Studies; An Experiment at Stout State; and Feminist Studies: Frill or Necessity.

ED 074 958. **Fifty-One Percent Minority.** Connecticut Conference on the Status of Women. Connecticut Education Association, Storrs. 1972. 72 pp. Available in microfiche only from EDRS. Hard copy is available from National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036. The articles presented in this document stem from taped presentations or post summations of speeches presented at a conference on the status of women held in the spring of 1972 by the Connecticut Education Association. The book can serve as a guide to three major problems: (1) sexual stereotypes; (2) the legal and economic status of women; and (3) the educational needs of women. Articles presented include: (1) Why Women Fail; (2) The Case for Womens Studies; (3) Sex Role Stereotypes in the Classroom; (4) Sex Role Socialization; (5) Masculinity and Femininity; (9) Teacher Marernity Provisions in Connecticut; (10) Growing Up as a Female Reader; (11) Women in Education; and (12) Sexual Politics in the Classroom.

ED 079 227. **Changing Roles of Women.** Social Studies: 0425.17. By Betti Pate. Dade County Public Schools, Miami, Fla. 1973. 62 pp. This quinmaster elective course on the changing roles of women is for use by 10th through 12th grade students. The guide analyzes the changes occurring in the roles of American women, with students examining the history of women, the psychology of being a woman, the various emotional and physical changes that women undergo, and women's choices for a full life. Comprised of three major sections, the guide is divided into a broad goals section; a content outline illustrating the scope and major subdivisions of the course; and an objectives and learning activities section providing a total picture of women's roles in society from Colonial times to the present. Several helpful items are appended: a questionnaire designed for females; a brief history of the women's movement in America; "Male Dilemma and Female Quandary"; a short quiz designed to start a discussion on roles in our society; a list of Facts and Fables about Women; "When I Grow Up I'm Going to Be Married," a game. A bibliography of student materials which includes books and audiovisual materials concludes the document.

ED 071 954. **Women Studies: Women in American History; HERstory-Changing Roles of American Women.** Preliminary Edition. By Beth Millstein and others. New York City Board of Education, Brooklyn, N.Y. Bureau of Social Studies. 1972. 26 pp. Two draft courses of study together with some suggested learning activities are presented for initial tryout and experimentation: (1) Women's Studies -Women in American History; and (2) HIStory and HERstory: Changing Roles of the American Women. These experimental curriculum materials may serve as resource for an option, an alternative, an elective, a mini course or as supplement for existing courses. Feedback from experiences with these materials will help shape the future publication. The teaching of concepts and the development of skills are major considerations in the implementation of this project. The galaxy of courses, options and teaching modules in the secondary schools can serve as a valuable curriculum resource for supervisors and teachers to meet the demands for meaningful materials. A bibliography and a list of women's studies organizations is also included.

NEA Edu-Pak on Sex Role Stereotyping

The National Education Association has designed a multi-media educational package on sex role stereotyping. As a collection of 18 miscellaneous resources --cassettes, filmstrips, records, leaflets, and books--the materials can be used in a variety of ways: for inservice or preservice teacher training, for community workshops, and as supplemental materials for individual junior high or senior high classrooms.

Two filmstrips, each accompanied by a leader's manual, are included in the packet. One filmstrip, **The Labels and Reinforcement of Sex Role Stereotyping** (done in two-parts with color and sound), exposes traditional, restrictive stereotypes and suggests ways to change them. The second, **Cinderella Is Dead** (also done in full color with sound), is an open-ended study of women in the labor market. The filmstrips cost $24.50 and $16.00 respectively.

The edu-pak also furnishes four cassette tapes, costing $9.00 each. One cassette, **Blue Is for Sky, Pink Is for Watermelon,** gives five anti-sexist poems by Eve Merriam and includes printed discussion questions. A second cassette, **We Don't Know How to Grow People,** is Richard Farson's presentation (accompanied by a discussion guide) on the roots of sex role stereotyping. Florence Howe, the speaker on the cassette **Sexism, Racism, Classism,** explores the relationship of the primarily White feminist movement to Third World women (discussion questions included). **Minorities and Women in Instructional Materials,** the

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fourth tape, features four speakers from an NEA seminar on minorities in textbooks.

Two different sets of leaflets (30 per set) are also provided in the edu-pak. One set, called **Consciousness Razors**, costs $2.00 and offers 12 stereotype-destroying exercises. **How Fair Are Your Children's Textbooks**, the second package, costs $1.50 and gives guidelines to help determine the extent of sexist, racist, and class'st bias in educational materials.

The remaining items in the edu-pak include the following printed materials: **Sex Role Stereotyping in the Schools** (paper edition, $2.50; cloth edition, $4.00), a collection of 9 essays discussing socialization in the school environment; **Non-Sexist Education for Survival** (paperback, $2.25), a collection of 11 commentaries and essays gathered from the NEA's first seminar on sex role stereotyping; **51% Minority** (paperback, $2.50; also available as an ERIC document), a report from the Connecticut conference on the status of women; **Combating Discrimination in the Schools** ($1.25), a booklet which briefly outlines some federal laws and regulations prohibiting educational discrimination; **What Is Affirmative Action?** ($1.00), an introduction to affirmative action plans; **A Child's Right to Equal Reading** ($.50), exercises in freeing children's books from sexual stereotypes; **Sex Role Stereotyping Fact Sheets** (5 for $1.00); and an NEA research memo, **Status of Women Faculty and Administrators in Higher Education Institutions** ($1.00).

The components in the NEA Edu-Pak can be ordered as separate items or as a total program. Presently, the entire collection is available at an introductory discount price, $66.00. For further information write The National Education Association, Customer Service Section, 1201 Sixteenth St. N.W., Washington DC 20036.

The Feminist Press

If you're interested in women's studies and need resources, contact The Feminist Press, a tax-exempt, non-profit educational and publishing corporation founded in 1970. Its many publications include three items of special interest to high school and elementary school teachers. **Feminist Resources for Schools and Colleges, A Guide to Curricular Materials** by Carol Ahlum and Jacqueline M. Fralley is a comprehensive 20-page annotated bibliography for teachers, students, and parents who want information on feminism and sexism for elementary and secondary classrooms. Available for $1.00, plus $.25 postage. The same women have edited another first: **High School Feminist Studies**, a 150-page collection of complete secondary course syllabi, materials, and bibliographies compiled after contacting 300 high school teachers nationwide. Cost $2.50, plus $.50 postage and handling. Laurie Olsen Johnson's **Nonsexist Curricular Materials for Elementary Schools** is a packet containing two sections: the first, for the teacher, includes consciousness raising materials, checklists for discovering how and where sexism exists in the classroom, and a bibliography of resources; the second contains several curricular units for the elementary classroom, a student workbook, and a bibliography. Can be ordered for $5.00 per packet, plus $.40 postage.

The Press has plans for developing more supplemental curriculum materials and needs to know what you want and can use in the classroom. If interested, provide some grass-roots input and write The Feminist Press, Box 334, Old Westbury, N[illegible] 11568.

ASCD Working Group on Education of Women

After receiving a grant from the Association for Supervision and Curriculum Development, the ASCD working group for women's education has compiled a forthcoming resource packet on sex bias. It's designed to help directors of curriculum and assistant superintendents in charge of curriculum and instruction identify and combat sex role bias in their districts. For cost and other information contact the ASCD Organization, 1201 Sixteenth St., N.W., Washington D.C. 20036.

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Women and the Social Studies

The **Episodes in Social Inquiry Series**, prepared by the Sociological Resources for the Social Studies, offers a high school study unit titled "Roles of Modern Woma[illegible]." For information contact Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, Mass. 02210.

Herstory is a five-week simulation of male and female roles in which high school students learn about American woman--her past, present, and future. Available from Interact, P.O. Box 262, Lakeside, Calif. 92040.

Members of the National Council for Social Studies Advisory Committee on Social Justice for Women have contributed articles to the January 1974 issue of **The Social Studies Journal**. Articles include Dell Felder's "Reflections on the Status of American Woman Today," Margaret East's "Lizzie, She Will Make Us Ridiculous," Carole Hahn's "Teaching About Women: A Review of Materials," and Louis Smith and Patrick Ferguson's "The Problem of Bias in Teaching about Women." If you want a copy of the issue for a subscription to the quarterly), write The Social Studies Journal, 251 Ritter Hall, Temple University, Philadelphia, Penn. 19122 ($1.25 single copies; $5.00 subscription).

Twenty-one essays in the January 1973 special issue of the **American Journal of Sociology** depict changing women in a changing society. It includes articles by Jessie Bernard, Cynthia Epstein, Jo Freeman, Helen Hughes, Mirra Komarovsky, Helena Lopata, and Diana Scully and Pauline Bart. (Paperbound, $2.95; hardcover, $7.95.) To obtain a single issue or a journal subscription write the American Journal of Sociology, University of Chicago Press, 11030 Langley Ave., Chicago, Ill. 60628.

The California Council for the Social Studies Review devoted its entire fall 1972 issue to women in the social studies. Seven articles give ideas for teaching about women in high school social studies curriculum. Available from the CCSS, 2205 Sixteenth St., Sacramento, Calif. 95818.

The Cambridge Book Company in its **Vital Issues: America Series** provides four paperbound booklets that tell the story of American women from 1900 to the present. News articles, features, and illustrations from **The New York Times** provide a first-hand account of the changing roles of women in America. The four paperbacks: **American Women: Their Image** (1900-1950s), **American Women: Transitional Period** (1950s-1970s), **American Women: Emancipation and Radicalism** (1950s-1970s), and **American Women: Today** (1960s-1970s); cost $1.68 each and can be ordered from the Cambridge Book Company, 488 Madison Ave., New York, N.Y. 10022.

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Looking At is a current awareness bulletin published occasionally by the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS). ERIC/ChESS is funded by the National Institute of Education (NIE) and sponsored by the Social Science Education Consortium (SSEC) and the University of Colorado. Free copies of Looking At may be obtained from: ERIC/ChESS, Looking At, 855 Broadway, Boulder, Colorado 80302. If you request your name and address will be added to a mailing list for all bulletins to be published in the coming year. People already on the clearinghouse newsletter mailing list for Keeping Up will automatically receive the Looking At bulletins.

Looking At

July 1974

MINI-COURSES

PURPOSE

Looking At... is published to let you know what we know about an emerging topic of interest or current concern of elementary and secondary social studies and social education teachers. We, after all, are a "clearinghouse." We select, abstract, and index current hard-to-obtain documents for Research in Education (RIE) and current periodical articles for Current Index to Journals in Education (CIJE). Also, we commission or prepare social studies practical guidance papers, interpretive papers, and reference tools when need, literature, and practice warrant. In the process of doing this work we get around, talk with many people throughout the country, have many visitors, and receive many letters and telephone calls for information about who is doing what, and what is the latest activity on a topic. Before enough theory, practice, or materials have crystalized or surfaced to warrant a practical guidance paper, we hope to make available information about practices, people, materials, and ideas on a topic as we receive it; performing a clearinghouse and communication function through Looking At...

Looking At... is also intended to be a catalyst, increasing communication from you to the clearinghouse. Please send us descriptions of your work, announcements, questions, syllabi, guides, experimental materials, and suggestions for future issues of Looking At...

WHAT ARE MINI-COURSES?

In the search for "relevance" in high school social studies programs, administrators, teachers, and students have come up with a variety of ideas. Some of them work; some of them are dismal failures. An idea which seems to show some promise is mini-courses--also commonly called short courses, phase electives, interim courses, or quinmesters.

There are different types of mini-course structures, each designed to fit a specific purpose. For example, the "mini" or "short" courses are usually designed to offer the students a wide selection of topics, each to be covered in depth over a short period of time. Students may take as many as eight or nine mini-courses during a school year, although four seem to be the average.

Interim courses are usually offered at the beginning, middle, or end of the year and last from one to two weeks. In some cases, the entire school is involved and all the students select a certain number of hours for the interim period. This may be just one course, or it may be two or three. In other cases, only individual departments or grade levels offer interim courses. For example, all students in the American history courses might have the option of selecting an elective, offered during the regular classtime, during the last week of the semester.

The quinmester plan is an extended school year plan that divides the school year into five nine-week sessions. Pupils must attend four quinmesters out of five in the school year. Students may attend the fifth quinmester and (1) take a vacation during the regular school year; (2) elect to accelerate their graduation from high school; or (3) use the fifth quinmester for enrichment or remedial experiences. In each quinmester 12 to 15 self-contained courses may be offered, giving students a large number of options from which to choose.

Based on these three examples of mini-course structures--and there are still other varieties--we will define "mini-courses" broadly as any courses that are offered for a period of less than one semester.

SOME ADVANTAGES AND DISADVANTAGES OF MINI-COURSES

Like most new innovations, mini-courses were designed to solve an educational problem. Based on the available literature and on conversations with those engaged in mini-courses, the problem, in this case, seems to be the cry for "relevance" in the curriculum. Students felt that memorizing information on how a bill becomes a law, dates of major historical events, and names of Civil War generals was not related to their daily lives, either in or out of school. Mini-courses were seen as a way to offer subject matter that was interesting to both students and teachers.

As mini-courses were instituted, administrators, students, and teachers found that, in addition to increasing the relevance of course offerings, mini-courses opened other new dimensions for the social studies curriculum. Students found they had much more freedom of choice; even when certain courses were required, they were still able to choose some courses, usually with increasing frequency in their junior and senior years.

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The courses were taught in much greater depth--gone were the days of "American History from 1492 to the Present." Instead, students could choose from such offerings as "American Life Styles," "War and Peace," "History of American Sports," "Roosevelt and the New Deal," and "Alienation in America"--to name only five American history offerings out of a total of 44 in one New England high school. Students found more challenge in the opportunity for more sophisticated study of subjects. And, teachers found that since their students had chosen their courses, they were much more likely to become deeply involved and interested in them.

Often in mini-courses--particularly those designated as "Interim" courses--there is little, if any, emphasis on grades. This takes pressure off students; and teachers feel freer to present difficult subject matter and focus on affective learning, which they often avoid because of the difficulty of assessing student progress in this area. Where grades are still important, as in the quinmester program, students, if they fail, do not have to repeat a complete year or semester, but only a short courses--and they can repeat it immediately.

Teachers have found that mini-courses have advantages they had not originally anticipated. From the beginning, they knew they would have the opportunity to teach subjects they really knew well or in which they were especially interested. But as mini-courses were instituted, teachers found they were getting to know their students better, even though they had them for only a short time. Because of the depth and sophistication of instruction, they were having many more conversations out of class and more personal conversations within class. In addition, rather than teaching the same students for the entire year, teachers had new students every four, or six, or nine weeks and were getting to know many more students than before.

In spite of all these positive reactions to mini-courses, some schools have tried the idea and dropped it. Like most new innovations, mini-courses create some new problems while solving old ones. Most of these disadvantages seem to be felt by teachers and administrators, although a student editorial in the December 21, 1973, issue of the **East High Spotlight** from Denver, Colorado, notes:

> Some mini-courses are astoundingly easy credit. In comparison to the hated traditional curriculum, the classes are watered-down and over-simplified presentations, while often the nine-week capsulization is a crammed and inadequate attempt to survey too much in too little time. Also, although it is true that fewer students fail minis than in the regular programs, this can be partially attributed to a lower academic standard in some classes, and the failure rate is still amazingly high for a 'fun' program.

Teachers, too, have frequently found it difficult to narrow down their subject and to avoid "cramming" too much into mini-courses. In addition, a teacher who formerly taught four classes of survey American history and one of world geography may find himself now teaching five different courses, each in some depth.

A second problem teachers have encountered is a very interesting, although unexpected, one. A teacher who had a burning interest in political cartooning now wishes he had never heard of the subject. At first delighted by the prospect of being able to teach a subject in which he had long been interested, he has now taught five classes a day, four times this year. Teachers can become just as bored with a favorite subject as they were with survey courses in Western civilization.

One of the major problems faced by administrators, seems to be scheduling. This is particularly true of the two-week interim courses, although producing new schedules every four or six weeks is also difficult and costly. The majority of the schools who are engaged in mini-courses have turned to computers to help solve this problem.

Perhaps the most serious charge leveled at mini-courses is best expressed in an article entitled "Mini-Courses and Phase Electives: Panacea or Poppycock?" (C. Frederick Risinger, in **News and Notes on the Social Sciences**, Indiana University, Spring 1974). "If the primary goal of the high school is to provide a comprehensive education, are we subverting the process by allowing students to select only those courses that they are 'interested in' at this stage of their lives?"

INTERVIEWS: SOULE, HANSON, VON STETTEN, ROBERTS

We interviewed four individuals for this issue of **Looking At....** Three of these have worked with different types of mini-course structures, while the fourth is a university professor who is currently studying the various structures of mini-courses in Connecticut.

Daniel Soule is Director of the American Studies Program at Orono High School, Orono, Maine. In 1969, under a Title III grant, Orono divided the American history program into five major themes. Although each of the students takes each of the themes at the same time, they are given a number of choices within each theme, thus providing for individualization, student choice, and curriculum relevance.

Paul Hanson holds the position of Social Studies Consultant K-12 for the Dade County, Florida, Public Schools. Dade County has a quinmester program. There are a total of 110 social studies offerings from which the students may choose in this program.

Wayne Von Stetten, Principal of Brandywine High School, Wilmington, Delaware, has instituted a two-week session between semesters called Interim. During the Interim session, the entire student body chooses three or four offerings from over 400 courses for two weeks of in-depth study.

Arthur D. Roberts is Associate Professor, Department of Foundations and Curriculum at the University of Connecticut in Storrs, Connecticut. He and his colleague, Robert K. Gable, presented a paper at the 1972 National Council for the Social Studies convention in Boston, entitled "Mini Versus Traditional: An Experimental Study of High School Social Studies Curricula." Since that time he has done additional studies of various

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ERIC DOCUMENTS ON MINI-COURSES

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In writing this issue of **Looking At...**, we found that very little has been written about "short" or "mini" courses. We urge those readers who have written about this topic to send us documents for entry into the ERIC system. Send current, non-copyrighted course descriptions, experimental materials, classroom research, and conference research papers about mini-courses to ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302.

Documents

The documents abstracted below are available from EDRS, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 2210, unless otherwise noted. Microfiche is $.75 for the first 479 document pages and an extra $.15 for each additional 96 pages. Hardcopy is $1.50 for 1-25 pages, $1.85 for 26-50 pages, $3.15 for 51-75 pages, $4.20 for 76-100 pages, and an extra $1.20 for each additional 25 pages. We suggest you refer to the complete abstract in **Research in Education** before ordering.

ED 082 295. **Mini Course Directory.** By R. Don Means. Pennsylvania Council on Year-Round Education, Harrisburg, Pennsylvania, 1973. 48 pp. This directory lists school districts in Pennsylvania that are currently offering mini-courses. The courses are presented alphabetically by subject areas according to the number of weeks that each is offered (4, 9, 12, or 18 weeks). The districts listed have agreed to share their mini-course materials with other interested districts.

ED 080 444. **Short Courses in the Social Studies.** Pennsylvania State Department of Education, Harrisburg, Pennsylvania, 1972. 25 pp. Mini-courses, one of the most popular educational developments to appear in a long time, are the subject of this working paper. It is designed to illustrate the impact and to provide information about short courses or mini-courses in the Pennsylvania secondary social studies curriculum. What a mini-course is, the advantages and disadvantages of mini-courses, how to initiate a short-course program into the curriculum, and the outlook for mini-courses in the curriculum are discussed. Mini-courses offered by four school districts in Pennsylvania are listed with descriptions and grade levels.

ED 076 471. **Mini Versus Traditional: An Experimental Study of High School Social Studies Curricula.** By Arthur D. Roberts and Robert K. Gable. Paper presented at National Council for the Social Studies Annual Meeting, Boston, Massachusetts, November 1972. 35 pp. This study assessed some of the cognitive and affective elements for both traditional and mini curricula. It was hypothesized there was no difference between students in the mini-course curriculum and the traditional curriculum on a number of stated cognitive variables (focusing on critical thinking and reading comprehension) and affective variables (focusing on attitudes toward social studies and teachers). Five hundred 11th graders from two comparable high schools served as the sample. Two cognitive and three affective instruments were administered on a classroom basis in 1971-72. Pre- and post-tests of all instruments except one were administered. Findings indicated that: (1) males in the traditional curriculum made significantly greater gains on critical thinking and on vocabulary and level of comprehension; (2) mini curriculum students gained significantly on evaluation of arguments; (3) no differences in the amount of change in motivation toward education or in attitudes toward school subjects was found; and (4) in the post-test, mini curriculum students were found to have more positive attitudes toward teachers.

Looking At Mini Courses was prepared by Frances Haley, Coordinator of User Services for ERIC/ChESS and Assistant Director of the Social Science Education Consortium, Inc.

Journal Articles

A number of articles have appeared in educational journals within the last few years, describing the successes and failures of mini-courses. We located these by consulting ERIC's **Current Index to Journals in Education**. The reader should refer to the appropriate journals at their local library for the full articles, which are annotated here.

"Mini-Courses Provide More Subject Options for High School History Students." John Guenther and Robert Ridgway. **History Teacher**, Vol. 6, No. 3, pp. 387-392, May 1973. Curriculum innovation in Kansas high school social studies departments replaces the traditional history courses with mini-courses, which provide more varied elective experiences for students. This approach to individualization is suggested as a viable organizational innovation with important future educational implications.

"Something Special: Enrichment Courses at Very Little Extra Cost." Thomas J. Pepe, **School Management**, Vol. 17, No. 4, p. 29, April 1973. Pepe describes how one school district has been able to expand its curriculum offerings at very little cost by offering mini-enrichment courses on Saturday mornings.

"Mini-Courses: Maxi Morale." Ross A. Engel and L. David Weller, Jr., **High School Journal**, Vol. 56, No. 3, pp. 142-49, December 1972. The mini-course is described as not only a curriculum revitalization but also an important basis for improved personnel relations throughout the school.

"For a Change of Pace, Try a Mini-Course Day." Robert Youngren, **Clearing House**, Vol. 47, No. 3, pp. 159-161, November 1972. Youngren describes a variety of one-day courses taught by high school faculty, students, and administration, resulting in high interest and enthusiasm on all sides.

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mini-course structures.

Question: Are mini-courses a curriculum fad, or are they here to stay as a permanent part of social studies instruction?

Roberts: I see some problems, mostly with teachers. When teachers have a course that's popular they often end up teaching multiple sections of it. One teacher could find himself teaching five sections of a course four or five times a year. This can result in "teacher burn-out." Also, a teacher with a full course load could end up with four or five preparations if he is offering different courses. I think teachers will probably start creating the courses they teach to lend freshness to the curriculum. One of the exciting things about mini-courses which makes me think they will be a permanent part of the curriculum is that they excite teachers. And in order for an innovation to stick and not be a fad, it has to be exciting to teachers.

Soule: My bias is to have a two-year program rather fixed and traditional in content and procedures and then to open up into semester and quarter courses in the junior-senior years. Mini-courses may not be permanent unless this happens, because of the limitations of staff, scheduling, and space. We had to convert a restroom into a seminar room in order to have space for our program. Even though intentions are good, logistics are a serious problem in trying to have mini-courses, especially in a small school.

Hanson: I think we have to take the direction of mini-courses, because of the knowledge explosion. Mini-courses are an answer to that. Hopefully, social studies are going in the direction in which they will no longer be attempting to pass on a body of knowledge, but will be teaching skills which the learner can apply in gaining a body of knowledge. Students will have such skills and the flexibility to make choices. Short courses are ideal for this.

Von Stetten: I think they're definitely here to stay. Many teachers find them somewhat fearsome or awesome, because if they try to "water down" content, that will be the end of their professional career as an historian or economist or whatever. But one can still offer mini-courses and have students meet minimum requirements. This is by offering them at a set time as we have done in our Interim program. This gives the students the opportunity to see different teachers, to learn different ideas and skills, and to be in different settings. It enables students to unlock doors they hadn't seen before.

Question: There seem to be a number of problems related to the implementation of mini-courses; one is the teaching of basic skills and relating a variety of seemingly unrelated courses; another is how to schedule students with a minimum of effort; the third seems to be evaluation of the mini-course process--is it a "good" innovation?

On teaching basic skills:

Roberts: At this point in history, it's awfully difficult to get agreement on what skills should be covered in social studies. We seem to be getting heavily into such things as valuing. The initial point for a school or a department seems to be to delineate those things they want to do. Skills usually get talked about in pretty abstract terms, but never get set out. If they are set out you can teach them in any course; it doesn't matter what the content is. You can assure that the students get all the skills by putting the electives into "families" or groups. One particular family of mini-courses will cover certain skills, and students have to take at least one course from each family.

Hanson: We have developed two "skills" courses. At the junior high level, we offer a course entitled "Launch Pad," designed to teach what the basic social sciences are and what the basic skills for each of them are. The senior high course is entitled "Advanced Techniques in the Social Sciences." We don't require either course, but we do recommend them. Most of the students do adhere to the recommendations.

Soule: Since all of our students take the entire American Studies course and exercise options only within the course itself, this has not been a problem for us. However, if we were to institute more of a mini-course structure, I would recommend the basic skill program in the first two years with electives in the last two years.

Von Stetten: Quite honestly, we don't have that problem. Our kids are accustomed to our traditional program; it's a way of life here. Instead, we give them a two-week opportunity to demonstrate responsibility and make choices. We think they are happy to get back to their regular classes after they've had the opportunity for the two-week mini-courses.

On scheduling:

Roberts: I'm afraid I have no great insights. I really haven't gotten into that. From observation, I think about 90% of the schools schedule by computer and have to do the rest by hand. It does take lots of prior planning.

Hanson: We provide two teacher work days between each quinmester when the students are not in attendance, and that helps. We also use computers to help with scheduling. In addition, in some schools they have students sign up for "package" courses and they are then registered for two quinmesters.

Soule: Our students are scheduled only once. We have added the traditional two-week drop/add sessions at the beginning of a semester to give students the chance to make sure they made the correct choice. During this time, we try to find students who are uncomfortable in the American Studies program so they can make the switch back to the traditional course.

Von Stetten: The actual mechanics of scheduling 1400 students into several hundred courses works better now than it did the first year. We do it very much like a college registration. The gymnasium is converted into a scheduling room with 150 stations. Seniors register first, followed by juniors, and then sophomores. If courses are filled (26 is a maximum, less in some courses), then the students must make new choices. Each student has IBM cards which he hands to the instructor at the station of his choice. Finally scheduling is done by computer. We also have a preregistration so we can work out a tentative master schedule. But you have to have advanced planning, and you learn something new each year. The trick is capitalizing on your mistakes and making changes as they're called for.

On evaluation:

Roberts: The only good evaluation we have seen is based on student and teacher attitude polls. There is a lot of that. But we really don't see much in the way of evaluating mini-courses in relationship to traditional courses, using a set of basic criteria. There needs to be a great deal more of that.

Hanson: We do have teacher evaluation of the program. A lot of states are doing work in assessment, and so are we. We are working toward the assessment of the teaching of concepts and processes, rather than factual content. As long as process is an important objective, then the mini-courses and quinmesters seem to be valid. Teachers give some positive and some negative comments to the quinmester system. Some feel they are just getting to know the kids really well and then they leave. They also feel it is sometimes difficult to get kids interested in such a short period of time.

Soule: I'm not aware of any evaluation on how mini-courses work as opposed to other types of instruction. Most of the mini-courses or small blocks of study are accepted readily by the students, and their activity and involvement in discussion of contemporary issues is a nice thing to see happening. But I'm not sure the "niceness" is based on any hard evaluation.

Von Stetten: We try to do this particularly with our remedial students. During Interim, we offer in-depth courses for the two weeks for students who are having trouble in a regular course or who need to repeat a course. They have an opportunity to spend two weeks with almost individualized instruction, and we can really check out their progress. It's a little hard for us to say what International Cooking might do for John when he returns to his Russian class. From these students, we just get that attitude feedback of "Thank you very much for a tremendous experience." Interestingly enough, the feedback from teachers is that things generally went better than they had anticipated and they found it a useful and fulfilling session.

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Looking At

September 1974

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GLOBAL STUDIES

Purpose

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Looking At... is also intended to be a catalyst increasing communication from you to the clearinghouse. Please send us descriptions of your work, announcements, questions, syllabi, guides, experimental materials, and suggestions for a second Looking At... on Global Studies and for a Looking At... on other topics.

Global Studies is...

--a growing awareness in K-12 curricula that we do live in one interdependent world and that our students should consider the implications of world realities in their lives.

--curriculum development efforts demonstrating concern for global concepts such as world order, intercultural education, world-mindedness, global development, and spaceship earth.

--a greater inclusion of global studies concerns in existing school social studies and interdisciplinary courses by emphasizing global problems instead of the sovereignty of independent nation states.

--a movement by the many global outlook organizations toward greater intergroup communication, cooperation, and resource commitment.

--a growing realization that the U.S., with some six percent of the world's population, cannot continue consuming some 40 percent of the world's total resources.

Interviews: Condon and Reardon

LARRY CONDON, Program Coordinator of the Center for War/Peace Studies (CW/PS), taught junior high in Los Angeles, senior high in Greenwich, Connecticut, developed curriculum ideas and teaching strategies for an African Studies Project, and spent a year at the East-West Center in Hawaii. He has been with the CW/PS for three years. CW/PS together with the Center for Teaching International Relations has been influential and active in developing global studies curriculum and presenting global perspectives.

BETTY REARDON, School Program Director of the Institute for World Order (IWO), taught secondary school for nine years in New York state. She has been with the IWO for eleven years and was instrumental in developing their school programs, materials, workshops, and dissemination network. The IWO has been influential and active in developing materials and curriculum related to global studies.

Condon and Reardon were interviewed by RICHARD PITNER, a 1973-74 SSEC Teacher Associate, now teaching at Kennedy High School in Cedar Rapids, Iowa. Condon was interviewed at the SSEC in Boulder, Colorado on June 26, 1974; Readon was interviewed at Stanstead College, Stanstead, Quebec on July 1, 1974. Pitner, guest writer for "Looking At Global Studies," was assisted by Beverly Long, a 1973-74 teacher intern with the Consortium on Peace, Research and Education, in the ERIC documents section, Kathy Mitchell in materials search, and Sharryl Hawke in editing.

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PITNER: What are the key components of any course or unit concerned with global studies?

CONDON: It is not so much a key component of a particular course or unit that is important but the whole perspective of how you view the world and its problems within the educational process. Key components of a specific course can be identified, but what we are really talking about in a K-12 curriculum is the kind of issues kids will be facing today and in the future. We need to help students develop bonds across space and time, to explore the future based on what they know about the present. People will probably have to learn to live and cope in a world that is characterized by continued conflict and change. This won't be learned at one grade level or in one course, but the understanding necessary will be developed at many grade levels, by content specialists, teachers, and commercial curriculum publishers working together.

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Some work has already been done. Lee Anderson's work, *International Education, Long Range Goals and Objectives*, is a broad outline of some of the issues that can be identified as objectives and dimensions of international understanding. The task is to turn these objectives into "key components" for all courses.

REARDON: I'd first like to give a definition of what I consider to be global studies. Global studies consists of those educational activities and experiences which can help learners to participate in the formation of a global community. By global community I mean a socio-political order on planet earth which enables all persons on the planet to share equally in a set of values that are not only vital to survival but are also vital to fulfilling each person's human potential.

The Institute defines five value objectives for global studies: (1) peace or limiting violence, (2) social justice, (3) economic well-being, (4) ecological balance, and (5) participation in policy making. I believe participation in decision making is a very key value. People want to have something to say about what happens to them and about the nature of the public order which determines what happens to them.

PITNER: What has your organization done in developing curriculum that can readily be used in schools?

CONDON: The Center has put together materials to answer specific teacher requests; we have a couple of curriculum pieces, most notably Patterns of Human Conflict, a multi-media package geared to senior high school which deals with conflict on personal, intergroup, and international levels. We've also developed some background papers and ideas to help teachers supplement their teaching about such issues as conflict and war, population growth, and global interdependence. However, our preference is to work with commercial curriculum producers in helping them add global perspectives to their materials because these are the materials that will be widely disseminated.

REARDON: The part of this question that throws me is the phrase "readily be used in the schools." The professionals working in cooperation with the Institute have produced a variety of course outlines, mini-units, individual lessons, simulation games, sound filmstrips, films, and a few booklets. But the degree to which the material can be "readily used" depends on the classroom teacher. To readily use these materials teachers will have to develop the skills of eliciting from students their concerns about the issues and working with them on formulating potential solutions, strategies for achieving solutions, and in some cases, opportunities for the students to actually involve themselves in strategies.

PITNER: What do you feel is the best approach for classroom teachers to pursue if they wish to implement a global studies concern in their classes?

CONDON: I don't suppose there is any "one way" to implement global studies. I think for example, in a course like U.S. History, you could look for certain obvious themes, such as conflict, and try to analyze that concept as it appears in U.S. history. Then you can apply some of the same strategies to help analyze global conflicts.

Part of the problem is that nobody has defined exactly what the objectives of international understanding are grade level by grade level. So, what do you teach students at the second grade level, at the fifth, or the eleventh? There are bits and pieces around, many of which are good and promising. But it makes it tough on the classroom teachers who don't have time to sit around and develop their own "global curriculum." On the other hand, if we can offer teachers some basic guidelines, many of them are ready and willing to deal with global perspectives. We're hopeful because many concerned teachers are developing a variety of approaches.

REARDON: The best approach is for the teacher to develop his or her own global concern and a very real sense of his/her role in the global system. Achieving a global view is a very difficult kind of thing; we can conceptualize it, but our sense of relation to global problems is sometimes very remote. We need to educate ourselves about the values outlined earlier and how they affect people in their own community and other communities all over the world--an immediate community perspective and a global perspective.

The approach I think classroom teachers should take to implement concerns in their classes is to become concerned themselves so they can elicit from students the same kinds of concern. This is a rather high risk thing because we might have to abandon some of our standard strategies, but risky things are kind of exciting. We must also break out of the single discipline approach to global studies and learn to exchange ideas and solutions.

PITNER: What is the role of the teacher in global studies?

CONDON: The global studies teacher doesn't have to act differently from other teachers. Teachers must be able to recognize problems, find and sort out materials, marshal resources--in short, to provide the tools for "rational and informed inquiry into alternatives."

REARDON: I think when it comes to global studies, everybody should be a teacher. But the teacher in a professional sense should elicit concerns from students after he/she has developed personal concerns. The teacher should help students to recognize their roles in the world political system and facilitate learning that will enable them to act for constructive system change.

PITNER: How have students responded to a global dimension in social studies courses?

CONDON: Most of what we know about student response to global studies is impression because we haven't done any validation projects with the exception of one in Denver which was related to a specific curriculum item. However, the impression is that students respond positively to global studies. Their responses seem best when there is a marriage between issues and something concrete, such as gas lines or wheat prices--global problems which have an impact on all of us.

REARDON: My firsthand experience with this issue is limited. I have done some demonstrations of global dimension materials we've developed, and the students responded positively to a number of things. To get more definitive response from students, I would say that we would have to do a lot more diagnostic work about students' perceptions and values.

PITNER: Have there been any problems in implementing global studies courses in United States schools?

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CONDON: The problems in implementing global studies are really no different from introducing other new, rather controversial ideas. Of course, the curriculum is already crowded, so a "new priority" is a problem. Actually, the Arabs gave a real boost to global studies and taught us more about interdependence in six weeks than we can teach in three years. Perhaps we can use this impact to expand global studies in the schools.

REARDON: I guess that depends on how you define problems. It's been very difficult and there have been obstacles: (1) lack of information about the urgency of global problems; (2) lack of communication and functional cooperation among those interested in global dimensions; (3) lack of resources to implement a great deal of what has been developed; and (4) a need to break through some of the traditional ways of dealing with social issues and world affairs in classrooms. I feel there is a movement in globalism, and I feel that it is getting stronger.

PITNER: Isn't it somewhat unpatriotic to consider a global studies curriculum in our nation's schools when their task traditionally has been to further the development of nationalism?

CONDON: Teaching global perspectives is not antithetical to nationalism. National survival is patriotic. So is international survival, and we must get along with others to survive. The responsibility of being a U.S. citizen means responsibility wider than our own view; since we are citizens of the globe we need a global perspective also. The narrowest responsibility might be, "We can't have a starving world, or we will have a world revolution." Hopefully we can expand responsibility past that to help young Americans understand how the price of bread or oil has world-wide implications.

REARDON: I don't think the traditional task of the American school was to develop "nationalism." The task was to build a nation and engender patriotism, and nationalism was the means by which the schools would integrate many different cultures. It seems to me that global studies is patriotic in the highest sense. Patriotism means that one is willing to sublimate certain self-interest in the larger interest and that is what global community building is all about.

PITNER: What is the future of the global studies movement in United States schools, particularly in social studies education?

CONDON: I can't survive by being pessimistic. We have to try to solve problems. Humans have coping power--we have been flexible in dealing with problems in the past, now we need a rational response to global problems that affect us. Global problems aren't out of control, but they are serious, and they must be faced. Schools are one of the best places to start the task.

REARDON: I don't know what the future will be. I have a potential negative image that the movement will be in U.S. schools and will continue to be a traditional world affairs education from the U.S. perspective. However, I also have a positive image that the movement will encourage U.S. professionals to reach out to professionals all over the world to support each other in making this a global movement for a global community.

I think that global studies should make social studies more reflective and more interdisciplinary. I'm in this movement because I think that education can make a difference in the world's future, and I think global studies is a potential instrument for making that kind of difference.

Curriculum Notes

Below are listed five approaches to teaching global studies. For each, one representative set of curriculum materials is described.

- An Intercultural Approach
The AMERICAN UNIVERSITIES FIELD STAFF, INC. (AUFS) has developed two sets of cultural studies materials for secondary school use, *Man at Aq Kupruk: Tradition and Change in Village Life in Northern Afganistan* and *Southeast Asia: Modernization and Regional Economic Development*. The multi-media packages are designed to help students better understand global humanity by focusing on patterns of culture. AUFS, 3 Lebanon St., Hanover, N. H. 03755.

- An Issues Approach
The PUBLIC ISSUES SERIES: HARVARD SOCIAL STUDIES PROJECT includes several booklets which are applicable to global studies. They are based on selected case studies, include open-ended student questions, and are intended for secondary use. Xerox Education Publications, Education Center, Columbus, OH 43216.

- An Historical Approach
The UNITS IN AMERICAN HISTORY developed by the AMHERST PROJECT'S COMMITTEE ON THE STUDY OF HISTORY include three studies which are useful for teaching a global perspective at the secondary level. The studies use primary sources to inquire about the nature, methods, and implications of history. Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, CA 94025.

- A Topical Approach
The CENTER FOR WAR/PEACE STUDIES has developed a series of five booklets, SO YOU WANT TO TEACH ABOUT..., dealing with global issues. Booklets are available for elementary through high school levels. The CENTER FOR TEACHING INTERNATIONAL RELATIONS has produced two sets of global studies materials which are being distributed by CW/PS. GLOBAL DIMENSIONS is a series of four booklets each relating to a specific topic. NOTES ON TEACHING INTERNATIONAL ORGANIZATION is a series providing teachers with suggestions on teaching global topics. CW/PS, 218 East 18th Street, New York, N. Y. 10003.

- A Data and Questioning Approach
The CENTER FOR INTERNATIONAL PROGRAMS AND COMPARATIVE STUDIES has available two sets of materials, *Data on the Human Crisis*, which includes a student inquiry handbook plus a teacher's guide, and *Teaching About War and Its Control*, a selective, annotated bibliography. 99 Washington Avenue, Albany, N. Y. 12224.

Additional Resource:

INTERCOM. A journal focusing on global problems and resources for dealing with global perspectives. Published by Center for War/Peace Studies. See especially issue 75, "Teaching Global Issues through Simulation: It Can Be Easy." 218 East 18th St., New York, N. Y. 10003.

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Book Reviews

Education for Peace: Focus on Mankind. George Henderson, ed. Association for Supervision and Curriculum Development, 1201 Sixteenth Street, Washington, D. C. 20036, 1973, $7.50.

This book confronts the complex overload of information about the affairs of the world and integrates it into a comprehensive curricular tool. The book focuses on both the ethical implications and the action perspective required of today's students who are seeking their roles as self-motivated individuals. Henderson does not offer a prescriptive, fail-safe program like those produced in the 1960s, but he does suggest a framework of fundamental ideas emerging from peace research into which each teacher can fit social reality according to his/her own style.

Reviewed by Beverly Long

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War and War Prevention, Joseph and Roberta Moore, Hayden Book Co., Inc., 50 Essex Street, Rochelle Park, N. J. 07662, 1974, 141 pages, $1.98. (From the American Values Series.)

In this book the Moores are concerned with both the effect and the acceptance of war as a way of human life, and they encourage students to actively consider alternative practices in meeting human needs. The book's 11 chapters each develop a theme such as the problem of war, the causes of war, the consequences of war, war prevention, and alternative futures. Chapters conclude with class discussion and directed questions along with suggestions for additional fiction and nonfiction readings.

Reviewed by Richard Pitner

ERIC Documents

The transnational and transcultural interdependencies and aspirations that unite humans of this planet can be studied by "looking at" four global studies fundamentals: human rights, economic welfare, world order, and ecological balance. The ERIC documents included here have this broad base, incorporate a variety of teaching strategies, and offer suggestions for student action.

The documents abstracted below are available from EDRS, Computer Microfilm International Corp., P.O. Box 190, Arlington, VA 22210, unless otherwise noted. Microfiche (MF) is $0.75 for the first 479 pages and $0.15 for each additional 96-page increment or fraction thereof. Hard copy (HC) is $1.50 for 1-25 pages, $1.85 for 26-50 pages, $3.15 for 51-75 pages, $4.20 for 76-100 pages, and $1.20 for each additional 25-page increment or fraction thereof. Postage is extra. We suggest you refer to the complete abstract in *Research in Education* before ordering.

ED 086 570. *Global Development Studies. A Model Curriculum for an Academic Year Course in Global Systems and Human Development at the Secondary and Undergraduate Levels of General Education.* 1973. Available from Management Institutes for National Development, 230 Park Avenue, New York, N. Y. 10017, $5.00. Available in MF only from EDRS. 68 pp. The course, an experimental model, intended for use in secondary grades and higher education, centers on mankind in a global context. Main objectives are to help students understand the realities of global systems, interdependencies, and imbalances, and to help them develop conscious attitudes toward their own beliefs as well as those of others. Some of the teaching techniques suggested are surveys, interviews, research, and the use of audio-visual and print materials to stimulate group discussion.

ED 070 735. *Learning Peace: A Resource Unit.* By Grace Contrino Abrams and Fran Contrino Schmidt. 1972. Available from Women's International League for Peace and Freedom, 1213 Race St., Philadelphia, PA 19107, $3.00. Available from EDRS in MF only. 54 pp. The resource unit prepares 7th- through 12th-grade students for peace by helping them to develop an interest in peace, to realize that peace is possible, and to recognize their future role in peacekeeping. Activities are included which help the student understand and assess his own and others' attitudes and beliefs toward peace; examine the social, economic, and political reasons for war; analyze human and environmental problems resulting from war; investigate the aims of the national and international organizations for peace; identify world problems; evaluate the communications media's role in peace; examine alternative ways of conflict resolution; and enumerate ways to participate in the quest for peace. The teacher may use the total guide or select certain activities.

ED 079 190. *Man's Changing Values and a World Culture--New Directions and New Emphases for Educational Programs. A Report on the 1971 Phi Delta Kappa Conference on World Education.* 1972. Available from EDRS in MF or HC. 101 pp. This document contains the proceedings of a one-day Phi Delta Kappa conference on world education attended by educators from several countries in May, 1971. Specific objectives of the conference were to (1) examine the values of our changing world; (2) recognize the growing need for a world culture; (3) see how our changing values help or hinder a world culture; and (4) try to find new directions for existing educational programs. In achieving its objectives, the conference concluded that there are many indications of a world culture; a world educational program can affect the entire value system of mankind; and there is need for a world culture and an urgency in finding solutions to pressing problems. Most useful to teachers and curriculum developers are the five suggested workshop presentations on new directions and emphases for educational programs.

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Useful ERIC descriptors in searching for materials on global studies are "Peace," "War," "Conflict Resolution," "Cultural Education," "International Education," and "World Affairs." ERIC identifiers which are helpful are "Worldmindedness" and "World Order."

For information about ERIC resources on global studies, or any other topic in social studies/social science education, write to User Services, ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

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Looking At...

Looking At... is a current awareness bulletin published occasionally by the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS). ERIC/ChESS is funded by the National Institute of Education (NIE) and sponsored by the Social Science Education Consortium, Inc. (SSEC) and the University of Colorado. Free copies of Looking At... may be obtained from: ERIC/ChESS, Looking At..., 855 Broadway, Boulder, Colorado 80302. If you are not already on the mailing list to receive bulletins and would like to be, send your name and address to ERIC/ChESS.

November 1974

SCHOOL ETHNOGRAPHY

Purpose

Looking At... is published to let *you* know what *we* know about an emerging topic of interest or current concern of elementary and secondary social studies and social education teachers. We, after all, are a "clearinghouse." We select, abstract, and index current hard-to-obtain documents for *Research in Education* (RIE) and current periodical articles for *Current Index to Journals in Education* (CIJE). Also, we commission or prepare social studies practical guidance papers, interpretive papers, and reference tools when need, literature, and practice warrant. In the process of doing this work we get around, talk with many people throughout the country, have many visitors, and receive many letters and telephone calls for information about who is doing what, and what is the latest activity on a topic. Before enough theory, practice, or materials have crystallized or surfaced to warrant a practical guidance paper, we hope to make available information about practice, people, materials, and ideas on a topic as we receive it; performing a clearinghouse and communication function through *Looking At...*

Looking At... is also intended to be a catalyst increasing communication from you to the clearinghouse. Please send us descriptions of your work, announcements, questions, syllabi, guides, experimental materials, and suggestions for a second *Looking At...* on school ethnography and for a *Looking At...* on other topics.

ETHNOGRAPHY

may be simply defined as descriptive anthropology. It is a technique that the anthropologist uses to gather data about any group of people under study. The interview, book review, ERIC document abstracts, and other items that follow have been chosen to acquaint *Looking At...* readers with the applications and implications of the technique when used to examine the interactions of individuals in schools.

Ethnography is an interesting and potentially useful tool for educators as well as anthropologists and one that is receiving new and increasing attention from both professions. Anthropologist Harry Wolcott suggested a rationale for the application of the technique to schools when he stated in his interview with us that "what school people try to do makes good sense to school people but does not necessarily make sense in terms of the problems as seen by other constituencies.

He has referred in his writings to the ethnographer's job of making the "obvious" obvious, as he discovers the societal rules that are so self-evident to everyone in a culture that they are conformed to without question. By revealing those rules and habits, the anthropologist can enable educators to question and improve the institutions and customs they have taken for granted.

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INTERVIEW: WOLCOTT

The views of Harry F. Wolcott on the subject of school ethnography will provide the educator with an overview of the topic. Wolcott is a Professor in the Departments of Educational Foundations and Anthropology at the University of Oregon and a Research Associate at the Center for Educational Management Policy. He holds an undergraduate degree from the University of California at Berkeley, a teaching and administrative certificate and M.A. from San Francisco State College, and a Ph.D. in education and anthropology from Stanford. Jill Hafner, of the ERIC/ChESS staff, conducted the interview with Wolcott.

HAFNER: What is school ethnography and what kind of data emerge from such a study?

WOLCOTT: Any ethnography is a picture of the life of the members of some social group seen in the context in which that life is lived. The ethnographic account ought to answer the question, "What is going on here?", so that an outsider might, at least theoretically, be able to join the group and know how to act as one of its members. Perhaps more modestly, he would be able to understand how people in the group ordinarily act and believe. One problem with "school ethnography" is that the researcher's own familiarity with school, resulting from having once been a student him or herself, can make the task more rather than less difficult. It's hard to put yourself in the position of a naive and interested learner if you feel that you already "know it all" or have strong convictions about what is right or wrong with formal education.

HAFNER: What conceptual frameworks are used in ethnographic study?

WOLCOTT: The cultural anthropologist's basic conceptual tool is *culture*. People learn and transmit ideas about the way things ought to be done so that each of us doesn't have to invent a new and totally unique lifestyle to accomplish our every task and so that we can have an idea of what to expect from those around us. Culture is like a grammar, providing us with a basic structure for guiding successful social interaction. To make so global a concept workable we

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analyze it in terms of features commonly described in all societies--social organization, world view, economic organization, political organization, projective systems (e.g., mythology), material culture--the kinds of headings one finds in most introductory texts in cultural anthropology. In my own work in the ethnography of schools, I'm paying particular attention to two facets through which I think anthropology can address the subject of formal education. These are *social organization* and *world view*. It is quite clear, for instance, that not all educators share the same world view. Differences in the beliefs shared by classroom teachers and by non-teaching educators warrant very careful consideration and analysis.

HAFNER: Is it possible to confine such a study to the boundaries of the school?

WOLCOTT: The anthropologist normally takes a step back and asks what the school is a part of. He takes the holistic view that characterizes the anthropological perspective, not looking at the school as an isolated, self-contained little island, but as having a larger base in society. In my study of the principal,* I was looking at an occupational role; I think the study became more ethnographic when I also considered the cultural forces shaping that role rather than when I was only looking at how a principal interacts with faculty and parents or what he does supervising students and teachers. I was (or, from a strictly ethnographic point of view, should have been) looking at a person who was a principal rather than a principal who happened to be a person.

HAFNER: Various disciplines are looking at the school as a social system. How would your objectives differ from those, say, of a sociologist?

WOLCOTT: There is a considerable overlap between what sociologists and anthropologists do. We draw upon similar techniques, look at people in human groups, read and criticize each other's studies and footnote them in our work, and face similar constraints working in formal education. Some broad differences are that, in general, sociologists focus on population samples of large numbers of people. Sociological studies often include many schools or school districts. Anthropologists traditionally have inquired into small numbers of people who constitute an entire group, like a whole tribal society or a village group, and in their school studies typically look at one or a few individuals, a single school, or a particular event (like a strike) or period of time (like the social activities of a senior class). Anthropologists get to know at least some of their subjects so well that they call them informants. Sociologists tend to focus on interaction settings, on groups rather than on individuals, on subsystems of complex societies, and on social problems, such as conflict resolution or professional autonomy. Anthropologists are interested in what people say and think about what they do, as well as the behavior itself, and in the *ideational systems* people carry around about how things ought to be. The anthropologist depends on extensive on-site research over an extended period of time. Thus it is noted that anthropologists "do field work" while sociologists "gather data." Among other differences one always comes back to the anthropologist's interest in the holistic view, where many aspects of human life are woven together.

HAFNER: To what purposes can ethnographic data be put?

WOLCOTT: Let me suggest three different ways ethnographic data can be used. To borrow the analogy suggested by Clyde Kluckhohn's *Mirror for Man*, I think ethnographic data can provide careful description and cultural analysis of what is going on in a school. The description is there; whether people look in the "mirror," what they choose to see, and whether they make changes, probably ought to rest with the person looking into the mirror rather than with the person holding it. Second, ethnographic data can be used to help educators with their problems--either with specific problems, such as intercultural education, community assessment, and program effectiveness, or with getting a new and broader perspective on what the problem is. Educators tend to look at most problems as having solutions in schools; anthropologists, by taking a step back might often be able to point out that the school is sometimes part of the problem or, when it is part of the solution, it is only a small part and not necessarily the critical one. What school people try to do makes good sense to school people but does not necessarily make sense in terms of the problem as seen by other constituencies. The third purpose is to contribute to our understanding of human behavior and, particularly, of human learning. I think that is the long-range goal.

HAFNER: What impact do you hope that anthropology, and ethnographic studies in particular, will have on the future of education?

WOLCOTT: Referring again to *Mirror for Man*, whether immediate changes can come about will probably depend on whether educators themselves can learn to use ethnographic data, find it useful, and live without someone telling them what to do. They are busy, action-oriented people and they don't always want to look in the mirror. At present more anthropologists are looking at the schools over a sustained period of time than ever before, largely because of the Experimental Schools program funded by the National Institute of Education. What I hope will come of this current wave of anthropological attention to schools is data about *what really goes on* as opposed to what we would like to have go on. We will turn our attention to looking at what happens in schools all day long rather than in some sixty-second period when a child is doing a particular educational task of the kind that interests educational psychologists We will pay more attention to unintended as well as to intended consequences of instruction, to the consequences of going to school at all, and to the variety of contexts in which we all learn rather than to the schoolman's necessarily narrower focus of what is learned in the classroom. Also, we will give increasing attention to the relationship between language and learning. Finally we will appreciate the fact that we are all products of culture. What we do and say and how we organize our schools reflect beliefs shared among ourselves that are not shared by people in all times and places.

HAFNER: Do you know of any instances where students are doing ethnographic studies?

WOLCOTT: I've recently corresponded with a high school teacher who is teaching anthropology by having his students act as proto-ethnographers. Ethnography in their own schools conducted by students poses some of the methodological and ethical problems faced by the professional anthropologist such as to whom do you show your materials? who has a right to get inside a group and under what kind of safeguards for both informants and researcher? dare you share the information you are getting with the teacher? can information be shared with "interested" administrators? This gets into some knotty problems inherent in

*Harry F. Wolcott, *The Man in the Principal's Office: An Ethnography* (New York: Holt, Rinehart and Winston, Inc., 1973).

social research.

When fieldwork is not possible, teachers try to immerse their pupils in an ethnographic approach by presenting them with archaeological and ethnographic evidence and letting them "muck about" and look for ways to make sense out of the information confronting them. This approach characterizes the Anthropological Curriculum Study Project materials developed for high schools and the *Man: A Course of Study* materials for intermediate grades. These materials are designed to teach anthropology by putting the student in the role of the anthropologist.

BOOK REVIEW

An example of the studies of school life undertaken recently is Philip Cusick's *Inside High School: The Student's World* (New York: Holt, Rinehart and Winston, Inc., 1973). Cusick writes in terms of organization and systems, groups and roles, not in terms of culture. His technique, however, is ethnographic and exemplifies what can be done by a teacher/administrator looking at a familiar environment from a new perspective.

Cusick spent six months as a participant observer, associating with a group of senior athletes in class and out at Horatio Gates High School. He was looking for the answer to the question, "How do adolescents view themselves as students?" Cusick justifies such a question by considering that what individuals make of their lives is predicated on how they see their world.

What Cusick discovered in his field study was a complexity of cultural systems resulting from the basic, institutional characteristics of the school's organization. These characteristics include compartmentalization of subject matter into discrete areas such as English, biology, or metal shop; division of the day into class periods; instruction of students in large batches; a power hierarchy from superintendent to principal, teacher, and finally student; the student's continued status of ignorance in relation to those higher up the ladder and privileged with "knowledge"; dependence on rules and regulations to maintain order; the physical organization of the school based on a single classroom with the teacher's desk at the front and students' desks arranged below.

Cusick relates those characteristics to two subsystems: production and maintenance. Production deals with the transmission of knowledge and skill, the real justification of the school's existence as an institution. Maintenance deals with the preservation and smooth running of the total school organization. Although separable conceptually, both of Cusick's subsystems can provide perspectives on any single issue: the principal lecturing on promptness is enforcing the rules of the school, which is a maintenance activity; but he is also teaching desirable modes of behavior, transmitting social skills and contributing to the production activities of the school.

The intended and unintended effects on the student of the characteristics of the school organization are described by Cusick. Intended effects deny students their freedom, mass them, and leave them undifferentiated; unintended effects are lack of student and teacher interaction, noninvolvement in formal activities, a fragmented educational experience, minimal compliance with the system based on concern for only its maintenance aspects.

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These unintended effects foster the formation of student social groups operating around the formal structure of the school. Conforming to the maintenance subsystem of the school, the students function within the margin of acceptability prescribed by the system while pursuing their own interests. These cliques or groups focus exclusively on non-academic interests, such as fishing trips, motorcycle riding, and football games. (Note that the author was not a participant in coed or all-girl groups.)

Teachers and administrators are also affected by the institutional characteristics of the school. Although Cusick did not become closely allied with members of either group, he did interview them for their perspectives on the students. Individually their responses to the system and to the students could also be categorized by Cusick in terms of production or maintenance subsystems.

Further examples from Cusick's data indicate how an individual's frame of reference--institutional or student-group, production or maintenance--led to unconscious misunderstandings and misperceptions by even the best intentioned members of the school. For instance student leaders complained that the student body did not participate in school activities: they did not see that one or two groups monopolized the few available activities; they did not see the closed group system operating within their social world. In another instance teachers attempted group-directed and group-initiated curriculum activities; they were not cognizant, however, of the limited functions of the social groups to which students automatically revert for these activities; the personal and social functions of the groups meant that the group leader was ill equipped and unmotivated to provide academic leadership.

To Cusick, education at Horatio Gates High School appeared itself to be a maintenance subsystem of the larger social system of American society. In that role he saw it preparing students to live with General Motors' automation and the Army's regimentation and facilitating the orderly progression of adolescents into a society dependent upon order and conformity. The state of educational affairs at Horatio Gates requires readers to respond to the weight of Cusick's evidence if not his final suggestions. That weight indicates the power of the ethnographic technique and should be an incentive to education towards its mastery.

--Jill Hafner

BIBLIOGRAPHY AND NEWER BOOKS

An eagerly awaited publication, *Anthropology and Education; An Annotated Bibliographic Guide*, by Jacquetta H. Burnett with the collaboration of Sally W. Gordon and Carol J. Gormley, was selectively compiled, with annotated entries arranged alphabetically by author and including early as well as current documents. The bibliography is available from the Human Relations Area File at HRAF, P.O. Box 2015 Y.S., New Haven, Connecticut 06520.

Two books, too new to be included in the Burnett bibliography, from well known contributors to the field of education anthropology are *Education and Cultural Process*, edited by George Spindler (New York: Holt, Rinehart and Winston, 1974) and *Culture and the Education Process* by Solon T. Kimball (New York: Columbia University, Teacher's College Press, 1974).

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ERIC DOCUMENTS

The documents abstracted below are available from EDRS Computer Microfilm International Corp., P.O. Box 190, Arlington, VA 22210, unless otherwise noted. Microfiche (MF) is $0.75 for the first 479 pages and $0.15 for each additional 96-page increment or fraction thereof. Hard copy (HC) is $1.50 for 1-25 pages, $1.85 for 26-50 pages, $3.15 for 51-75 pages, $4.20 for 76-100 pages, and $1.20 for each additional 25-page increment or fraction thereof. Postage is extra. We suggest you refer to the complete abstract in *Research in Education* before ordering.

The documents were retrieved through searching the ERIC indexes *Research in Education* (RIE) and *Current Index to Journals in Education* (CIJE).

SO 006 283 (ED number not yet assigned; check Fall 1974 issues of RIE). *What Makes School Ethnography "Ethnographic"?* By Frederick Erickson. 1973. 10 pp. EDRS price: MF-$0.75, HC-$1.50. In a report to participants in an American Educational Research Association Research Training Workshop, April 1972, the author sets forth guidelines for the conscientious application of ethnographic technique to the study of the life of a school. He sees ethnography as an inquiry process guided by a point of view rather than as a reporting process guided by a standard technique. The first steps of such a fieldwork inquiry process require the statement of a researchable question while keeping in mind the fact that what is commonplace to observers and to participants is nonetheless extraordinary and that what goes on in the school involves the interaction of individuals, groups, and social units outside of the school. To exemplify the inquiry process, the issue of ethnicity as a factor in a school ethnography is identified by the author and amplified by questions appropriate to field research.

ED 080 512. *The Teaching Experience in an Elementary School: A Case Study.* By Richard I. Warren. 1973. 174 pp. EDRS price: MF-$0.75; HC not available from EDRS, available from School of Education, Stanford Center for Research and Development in Teaching, Stanford University, Stanford, CA. This case study investigated teaching experience in an elementary school with 425 pupils and 14 teachers. The study views teaching not only in the context of the classroom but also in the organizational context of the community. It is an ethnographic study concerned with the interdependence of teaching behavior, beliefs about the teacher's role, and institutional settings. Specifically, it deals with the cultural processes that define and structure the role of the teacher as technician and socialization agent and with teachers' responses to such processes.

ED 086 562. *Social Organization, Socialization and Cultural Mediation in Formal Learning Situations.* By Francis A. J. Ianni and Patricia Caesar. 1973. 19 pp. EDRS price: MF-$0.75, HC-$1.50. It is the intent of this research program to provide a comparative base of social relationship patterns out of which will grow preliminary generalizations about the regularities of behavior which characterize the high school and to make the base available to education decision makers. While educational research focuses on the student as learner and the adult as organizer, this project describes the social organization to which both contribute and assumes that a school is a social system in which members share a common culture. Field research is being done in three New York area high schools--urban, suburban, and rural--by anthropological teams living in the community and participating in the school.

EJ 072 301. "The School as a Social Environment for Learning: Social Organization and Micro-Social Process in Education." By Sarane S. Boocock. *Sociology of Education*, vol. 46, no. 1, pp. 15-50, Winter 1973. Not available from EDRS. A synthesis of the literature on the social organization of schools and the interaction comprising the social process of education, this article concludes with a suggested research agenda oriented toward the development of a real theory of the school as a social environment of learning.

RECENT TRENDS IN THE TEACHING OF PRE-COLLEGIATE ANTHROPOLOGY

is the tentative title of a forthcoming ERIC/CRESS publication. Thomas L. Dynneson of the University of Texas of the Permian Basin has drawn together a wealth of information on materials and approaches for teaching anthropology on the elementary and secondary levels and has also included a chapter on the uses of anthropology in illuminating the life of schools and classrooms. The paper will be available from the Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 by December 1974; it will also be indexed in RIE and available in microfiche and hardcopy from EDRS.

ANTHRO AND/IN/OF EDUCATION

To pick up on the Wolcott theme of providing a mirror for educators, Francis A. J. Ianni and Edward Storey, editors of *Cultural Relevance and Educational Issues: Readings in Anthropology and Education* (Boston: Little Brown and Co., 1973), intend to mirror education in America as a social problem. While taking into account the difficulties that educators and anthropologists may have in their professional expectations of one another, the editors outline the ways in which anthropology can be related to education: (1) anthropology *and* education, a generic relationship between culture and teaching and learning, considered as philosophy and force in human society; (2) anthropology *in* education, substantive knowledge embodied in curriculum or in teacher training; (3) anthropology *of* education, the inquiry into organized education, educational research, and educational aims and effects.

SPECIAL JOURNAL ISSUE

Human Organization, the quarterly journal of the Society for Applied Anthropology, will publish an issue devoted to the ethnography of schools during the summer or fall of 1975. It will be introduced and edited by Harry Wolcott.

KEEPING UP

How can classroom teachers keep in touch with what professional anthropologists are doing? Harry Wolcott suggests that for a modest $7.50 teachers are welcome to join the Council on Anthropology and Education (CAE). They should contact the American Anthropological Association, 1703 New Hampshire Ave., NW, Washington, D. C. 20009. As Wolcott states:

> The immediate benefits are two. First, they would receive the excellent *CAE Quarterly*; second, they would become part of the network of people sharing special interest through memberships in special committees.

In addition to papers and articles, the *CAE Quarterly* also carries a series on courses in anthropology and education at the university level, notes, announcements, professional news, and a bibliography of recent publications.

This issue of *Looking At...* began as a look at the ways all the social sciences have applied their approaches to the study of schools and classrooms; however, this topic was far too broad for coverage in one issue of *Looking At...*. If you would be interested in having other social science perspectives on schools presented in *Looking At...*, please let us know.